

Point of View

By Patricia A. Hollander

DECEMBER 31, 1993, will mark the end of mandatory retirement of tenured faculty members. Under the Age Discrimination in Employment Act, after that date colleges and universities will be permitted to terminate tenured faculty members only for just cause. It will no longer be possible to rely on mandatory-retirement rules as a convenient solution to the problem of unsatisfactory performance by tenured professors.

Beginning January 1, 1994, colleges will be able to terminate tenured faculty members only if they can show that the individuals no longer meet appropriate standards, such as competence in teaching, research, and service. In addition to incompetence, examples of just cause for termination of tenured faculty members, as determined by a number of court cases, include the following:

- Neglect of duty, such as refusing to follow the curriculum, refusing to teach scheduled classes, or refusing to develop assigned courses.
- Insubordination, including refusing to serve on faculty committees or absenting oneself from work even if a leave of absence has been denied.
- Unprofessional conduct, such as evicting a colleague from a class that the colleague was assigned to teach or misrepresenting one's academic credentials.
- Sexual misconduct, including making sexual advances in a classroom, laboratory, or similar setting.

Some people mistakenly believe that a tenure contract is an employment contract for life—everlasting job security. It is not. Rather, a tenure contract is a conditional continuing contract. That is, it continues without having to be formally renewed year after year but only so long as the individual meets the conditions of the contract, including satisfactory performance of duties. Tenure does not protect faculty members from being terminated for "cause," such as incompetence; it protects them from being terminated for reasons related to academic freedom, such as teaching or doing research on unpopular topics.

We all know particular tenured faculty members who even after age 80 will gleefully run younger colleagues around the academic track, hardly pausing for breath and leaving limp and gasping bodies in their wake. We also know faculty members who will not be that vigorous. The task is to separate one group from the other. Before the end of mandatory retirement, colleges should set up periodic performance reviews to provide routine, consistent, honest evaluations of all faculty members' teaching and research.

Honesty is of central importance in these evaluations. Although some institutions may already have *pro forma* evaluation systems, they do not help if a troublesome faculty member eventually becomes the subject of a termination proceeding and can pull out past evaluations that have rated him or her highly—or at least have never indicated any significant problems. An honest evaluation might note that a professor was not prepared for class, had not updated his or her material, spent class time on irrelevant matters, or had not adequately prepared students for more advanced work. It might say that the faculty member was uncooperative, had failed to participate adequately in departmental affairs, or had not engaged in research or scholarly activities. Such honest reviews might spur many inadequate faculty members to improve their performance; even if they did not, they would provide a clear record upon which colleagues and administrators could act.

Evaluation should not affect adversely most tenured professors. In fact, once they become accustomed to it and less annoyed by the routine of it, many faculty members may come to enjoy the opportunity to display their continuing prowess in their chosen fields.

Moreover, as part of the business of running educational institutions, colleges and universities already have developed evaluation processes for administrators, staff members, and non-tenured faculty members. Are administrators and professors ready for the additional work of honestly and objectively evaluating ten-



ELEEN WINKLER FOR THE CHRONICLE

Evaluating Tenured Professors

Without mandatory retirement, colleges need new procedures

ured faculty members to determine whether their performance meets appropriate standards? Some say this is an impossible task. In fact, it is and always has been an entirely possible task, although, rightly, a difficult one.

Evaluating teaching usually is said to be particularly difficult. Most people agree that research can be evaluated, since committees do it for tenure and promotion decisions, but many universities have avoided evaluating teaching, sometimes on the grounds that such evaluations would be more subjective. The criteria and methodology used to evaluate teaching should be agreed upon in advance, of course, but appropriate methods do exist. Some departments employ criteria such as updated course descriptions and syllabi, use of current textbooks and assigned readings, and active signs of advising, including encouraging students to participate in national professional meetings. Methods for evaluating faculty members often involve classroom visits by colleagues, reviews of written handouts, and screening of student evaluations.

SOME PEOPLE SAY that faculty members are not willing to participate in evaluations of peers that may result in terminations, but this is largely a canard. For if the faculty refuses to join in, who will do the evaluations? Administrators alone? Surely not. I have no doubt that many faculty members are as interested in assuring that their colleagues perform up to standard as are administrators, students, and parents.

After all, evaluation of professors is nothing new; non-tenured faculty members have always had their overall performance scrutinized when they are up for tenure. Institutions already use performance reviews to decide merit salary increases and promotions from associate to full professor. What is new is that an evaluation system that routinely focused on non-tenured faculty members now must be adjusted and enlarged to include serious attention to the continuing performance of tenured professors.

Many institutions already have used faculty panels to conduct proceedings that led to the dismissal of tenured professors. During a session at a recent conference at Stetson University on law and higher education, about half of the audience of 50 to 60 people raised

their hands when asked if their institution had terminated a tenured professor for cause. In the past, however, such proceedings probably have been used only in extreme cases, such as when an individual clearly was unfit to continue because of lingering illness or explicitly unacceptable conduct.

In the future, colleges and universities must establish procedures that lead to evaluations that are honest and careful enough to persuade faculty members whose performance is flagging to retire without the need for a full-blown faculty hearing. Undoubtedly, some colleges and universities already have reviewed and modified their evaluation procedures. For those that have not yet done so, the task should assume some urgency. Less than two years remain until mandatory retirement for tenured professors ends.

WHAT MUST BE DONE? Basic documents, including faculty contracts, faculty handbooks, and governing-board policies, must be gathered and reviewed. Basic questions must be answered: What is the job description for each faculty position? What are the qualifications for that position? What are the criteria for promotions, salary increases, and terminations? What evidence is acceptable to demonstrate that the standards have been met? Who shall participate in setting evaluation standards and procedures? Who shall participate in doing evaluations? What due-process procedures shall apply?

In setting standards and procedures for tenured faculty members, care must be taken not to end up with two sets, one for non-tenured faculty members and the other for tenured professors; having two different standards might open an institution to challenge on the grounds of age discrimination.

Colleges also must consider whether they need to provide new monetary or other inducements to encourage faculty members to retire. Numerous institutions provide for buyouts of faculty contracts, using various formulas based on actuarial projections of longevity. Some also provide benefits such as office space or secretarial support, access to libraries, medical benefits, and counseling about post-retirement employment opportunities. Colleges could also encourage aging professors to share a faculty slot with a colleague or to work part time.

If ever a situation cries out for legal advice, this is it. Administrators and faculty senates should enlist legal counsel in all aspects of the process of setting standards and procedures, including drawing up job descriptions and designing mechanisms that provide appropriate due process when terminations are contemplated. Obtaining sound legal advice and consulting with faculty leaders may help colleges avoid or limit litigation.

Should litigation occur in spite of the care taken, a careful process for designing and carrying out faculty evaluations will help a college or university demonstrate to a court that its procedures give adequate notice of shortcomings in performance and guarantee fair treatment before any decision to terminate a faculty member is made. When they are hired, all faculty members should be given full explanations of the standards and procedures that an institution will use to evaluate them throughout their careers. This should help to reassure professors that their rights, as well as their responsibilities, have been given due attention.

The entire academic community has an interest in urging faculty members to summon the courage to act against colleagues who are not performing adequately. Although better evaluation procedures may help colleges avoid a lot of messy cases, inevitably some will arise, and faculty members must live up to their obligations to students and the rest of academia to remove faculty members who are not doing their jobs.

Patricia A. Hollander is general counsel of the American Association of University Administrators and a trustee of Western New England College.

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Quote, Unquote

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"I think it's one of the most irresponsible outbursts of petty childishness that I've ever seen in all my years on the committee."
Rep. William D. Ford, on Secretary Alexander's criticism of the reauthorization bill: A20

"The competition among private colleges is fierce. Colleges are more desperate to cut a deal."
A professor of economics, on tuition-discount programs at some colleges: A27

"I'm proud of the investments. I'm not embarrassed by it. You can't make a list that's too long for me."
The president of West Virginia U., on winning earmarked funds from Congress: A21

"The road to the classroom is paved with abandoned manuscripts."
An associate professor, on the lessons of a sabbatical: B2

"If terrorists or other countries can acquire the basic building blocks of nuclear weapons, the disarmament of the former superpowers may be irrelevant."
The executive director of Sigma Xi, on hazards of the nuclear era: A40

"This is a unique chance to be in contact with such famous scholars and academicians and politicians whom we know only by their works. I couldn't imagine it even two months ago."
A Bulgarian official, on a semester at the Hoover Institution: A31

"We're not trying to brainwash these guys. We like to think America sells itself."
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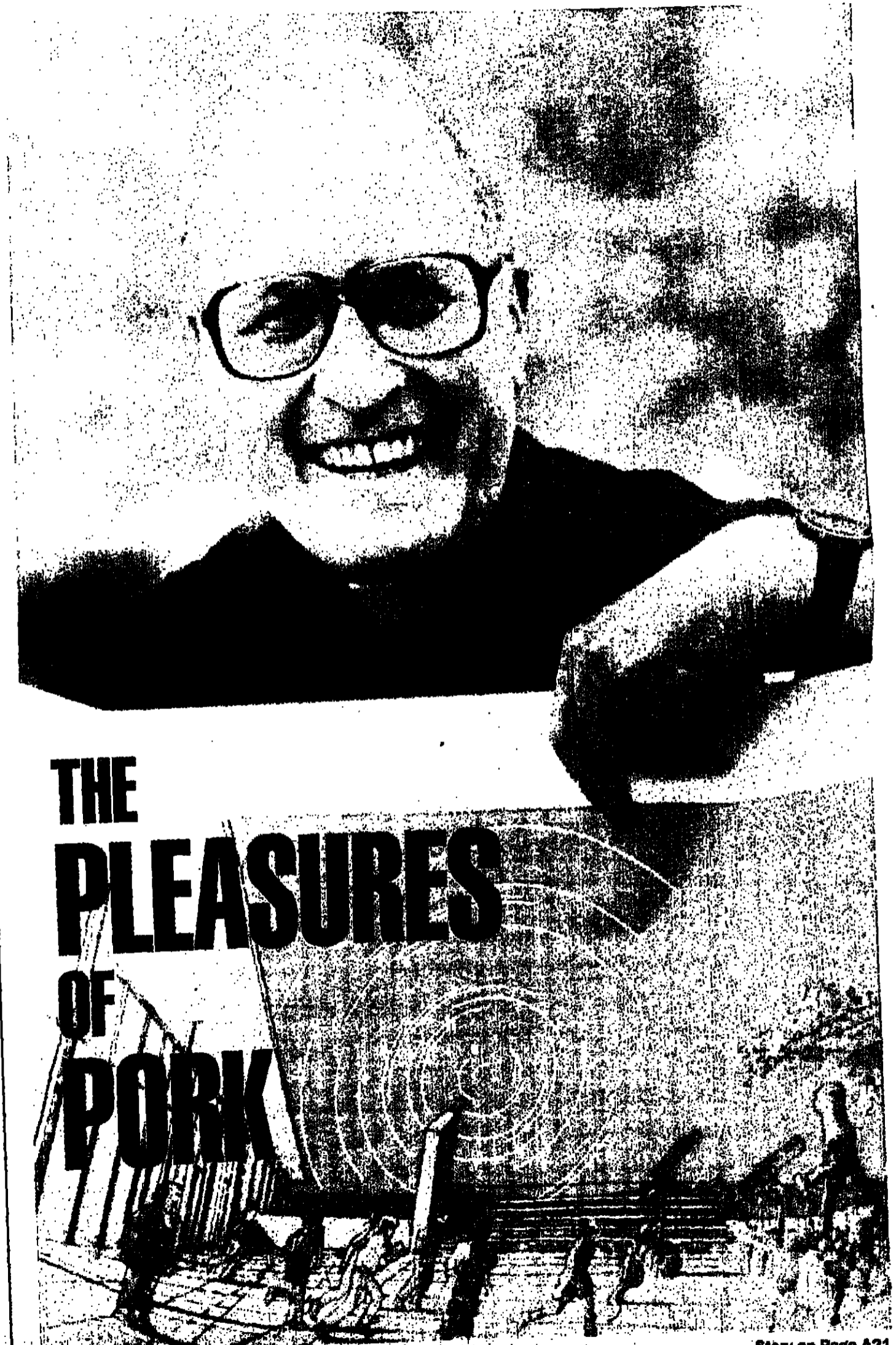


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This Week in The Chronicle

June 24, 1992

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The Bush Administration says No, but some American leaders think changes at the international agency merit reconsideration of the U.S. position: A31

STUDENTS PROTEST IN BELGRADE

University students who seized 12 downtown buildings demanded the resignation of Serbian President Slobodan Milosevic and new elections: A32

HIGHER TUITION IN MEXICO

The National Autonomous U. of Mexico will raise annual tuition to about \$670 from the current 6 cents, where it has been frozen for 44 years: A32

BRAZILIAN RESEARCHERS HOLD OWN SUMMIT

Concerned that too little attention was paid to science at the United Nations environmental conference, scientists in the host country met on their own: A33

AUSTRALIANS TURNED AWAY FROM COLLEGES

The government is worried by a survey that shows that some 50,000 Australians who sought admission to college this year did not find a place: A33

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AFRICAN AMERICANS AND AMERICAN JEWS

An exhibition uses photographs, documents, and works of art to explore affinities between the two groups: B40

CALENDAR

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MARGINALIA

Note in the program of the 160th commencement of Wesleyan University:

"The audience is asked to remain seated until the end of the recession."

While acknowledging that the request was perfectly appropriate to the occasion, at least one job-hunting graduate wished the authorities could have found another way of saying it.

News item in *The Daily* of the University of Washington:

"The uw Medical Center was selected last week to be the sole Northwest distributor of taxol, a controversial new anti-cancer drug."

"Because the Hutchinson Center is not currently conducting any taxol research, it has, in turn, designated the uw School of Medicine's Division of Medical Oncology to distribute the drug."

Aristotle, stop spinning in your grave.

Announcement of a faculty art exhibit:

"UW-MARATHON CENTER. Recent work by Thomas M. Flemming, an associate professor of art . . . We owe a lot to teachers like that."

From the Lyndon State College Critic:

"Lower interest rates on college investments and lower enrollment figures are expected to force the Lyndon State College administration to look at ways to decrease spending and increase income."

"The types of cuts are not known at this time, [Dean Rex] Myers said. 'There are a lot of question marks. It's a nebula guessing game.' The fault, dear Myers, is not in our stars."

The menu at Harvard's Cronkite Graduate Center offered a south-of-the-border selection under this title: MEXICAN SIESTA.

Announcement in *The Department Advisor*, a publication from Higher Education Executive Publications: FACULTY HANDBOOK Content and Revision Seminar Boston, Massachusetts

"At least we know where to start," a reader observes.

Police notice in *The Kent States*: "Patrick S. Conner, 24, of Rootstown, was arrested Monday night on a charge of stealing a government document entitled 'Robbery in the United States' from the library. The document is valued at \$5."

Poor man was only trying to better himself.

—C.G.

In Brief

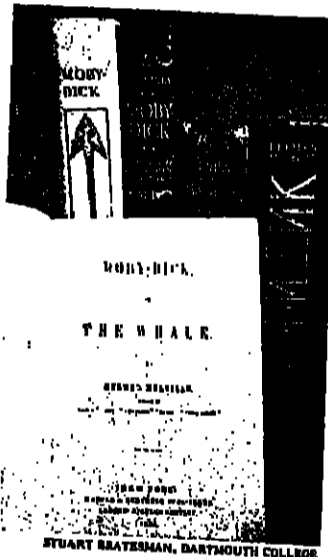
Publication links
donation to testimony

LINCOLN UNIVERSITY, PA.—Lincoln University has denounced as "preposterous" a report alleging that its president testified on behalf of Supreme Court nominee Clarence Thomas in September 1991 in return for a \$10-million gift from a wealthy Republican.

"It's tabloid journalism," said Niara Sudarkasa, Lincoln's president.

Black Issues in Higher Education, a twice-monthly journal, has reported that seven anonymous university officials claim that Lincoln was promised a "generous gift" from an heiress, Elena Yee, as a *quid pro quo* for Ms. Sudarkasa's testimony. It also says the gift was arranged by a lobbying firm co-owned by Armstrong Williams, a close friend of Mr. Thomas and key Senate Republicans.

Ms. Sudarkasa said Lincoln had hired Mr. Armstrong to identify potential donors and that Ms. Yee's interest in Lincoln preceded Mr. Thomas's nomination.

Dartmouth is given
collection of 'Moby-Dick'

HANOVER, N.H.—Dartmouth College has mounted an exhibit of some of the 232 editions of Melville's *Moby-Dick* donated last fall by an alumnus who spent seven years building the collection.

William S. Clark, who graduated from Dartmouth in 1942, is now an investment manager in San Francisco. His collection includes copies in 31 of the at least 42 languages in which *Moby-Dick* has been printed.

Dartmouth's Baker Library, which has a substantial Melville collection, scheduled the exhibit to coincide with the 50th reunion of Mr. Clark's class at the college.

Mr. Clark says he was motivated by an urge to collect books, not by love of the epic itself. "I found it difficult to get through," he says.



Colgate U. sponsors National Volunteer Day

HAMILTON, N.Y.—More than 500 Colgate University alumni dedicated a day to community service, staffing food banks, repairing homeless shelters, and removing graffiti as part of "National

Colgate Volunteer Day." The alumni worked on projects in 25 cities. Above, Jeff Burlock, class of 1988, helps repair a playground in Hamilton.

Judy Doherty, associate direc-

tor of alumni affairs, said Colgate alumni who did volunteer work in college and who want to start an active community-service alumni club viewed the day as a step in the right direction.

Plans to raze historic
building prompt criticism

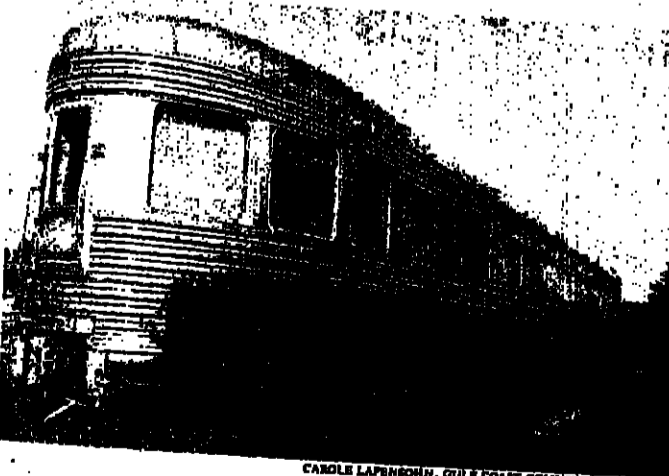
WEST LAFAYETTE, IND.—Plans to raze a 91-year-old building, home of some of the state's most important agricultural discoveries, have angered many at Purdue University. Officials say renovating the deteriorating Entomology Hall would be too costly. But opponents say the university has adopted a "tear-it-down mentality."

College no longer needs car to draw attention

PANAMA CITY, FLA.—The prime tourist attraction at Gulf Coast Community College has hit the auction block.

The college's Pullman executive coach railcar (below), which dates to the 1940's, served as a guest house and conference room during its tenure of almost three decades at the college. Its original

purpose was to catch the eye of drivers on the highway and draw them to the campus. For the past ten years, as the institution has grown, the railcar has been little used. Charlie Bond, the library director, said the college had benefited from the "public-relations play" and no longer needed the car.



CAROL LAFAYETTE, GULF COAST COMMUNITY COLLEGE

University won't support
women-only service

MADISON, WIS.—The University of Wisconsin campus here will end its support of a women-only transportation service and begin a campus service for all students and university employees.

Mary K. Rouse, dean of students, said the university had received several complaints from men about its financial support of the Women's Transit Authority, a

community transportation service that does not allow men to ride in or drive its vehicles.

The University will begin Campus SAFE ride on July 1.

Some students opposed the change, saying that by including men the university service could not guarantee the safety of female riders.

Students call

state flag racist

ATLANTA—A group of college students burned a Georgia State flag in front of the Capitol here, calling on the Legislature to remove the Confederate battle emblem from the banner.

About 15 local-university students who are members of a group called Students for African American Empowerment were involved in the protest. The students called the emblem racist.

The battle emblem was added to Georgia's flag in 1956 by lawmakers angered by forced integration. Three other states also officially display the emblem.

Two weeks before the students' protest, Georgia Gov. Zell Miller said he would ask lawmakers to change the flag's design when the Legislature convenes next year.

Correction

An article about a controversy at Harvard University Law School (*The Chronicle*, May 6) incorrectly called the New England School of Law the New England College of Law.

Female veterans sue
military college

CHARLESTON, S.C.—Two female U.S. Navy veterans have sued the Citadel, the Military College of South Carolina, asking a federal judge to force the state-supported college to admit them to its day program for veterans.

The class-action sex-discrimination suit was filed by the American Civil Liberties Union on behalf of the two veterans. The women are not seeking admission to the military college's all-male corps of cadets, but they want admission to the veterans' program, which is now limited to men.

Women may attend summer school and evening classes at the college. But the complaint says the day programs for male veterans offer degrees in 17 majors, while the coeducational programs offer degrees in only three areas.

The Citadel is one of the nation's two all-male, state-supported military colleges. The other is the Virginia Military Institute. Citadel spokesman Lieut. Col. Ben Legare, Jr., said the college's single-gender programs are constitutional. He also said the Citadel supports freedom of choice by offering both single-gender and coeducational programs.



Lady of the Mist

loses her head

RUSTON, LA.—Students graduating last month from Louisiana Tech University narrowly missed a headless goodbye.

Six days after graduation, the statue of the Lady of the Mist (above) was beheaded for the second time in its 40-year residence on the campus. The statue, a woman kneeling with her arms outstretched, has served as the university's welcoming sign to freshmen and its farewell bid to graduates. The vandals, two former students, will have to pay to rebuild the head, since the stolen one is badly damaged.



BILL THOMPSON

Florida's third-largest telescope will be repaired

ORLANDO, FLA.—The third-largest telescope in Florida, which has been sitting in a storage shed for a decade, will soon be back in commission.

Volunteers are working to restore the 4-ton, 26-mirror telescope at the University of Central Florida. Members of the astron-

omy department plan to use a recent \$125,000 donation to build an observatory to house the telescope. Above are two of the volunteers who are repairing the telescope: Bob Pickman, vice-president of the Florida Astronomical Society (left), and Barry Wick, a university staff member.

PORTRAIT

Prodding Academe to Do More for Poor Children

By ROBERT L. JACOBSON
WASHINGTON

For the past two decades, Kati Haycock has been looking for ways to help needy children. Now she's asking colleges and universities to help her find yet another way.

In the early 70's, after a brief stint as founding director of the University of California Student Lobby and a year as associate dean of students at the university's Santa Barbara campus, Ms. Haycock entered the rough-and-tumble world of school reform and began a career dedicated mainly to improving the lot of poor and minority children.

Those are the youngsters, she says with great emotion, who get "less of everything that we believe makes a difference" to prospects for success in school and in life.

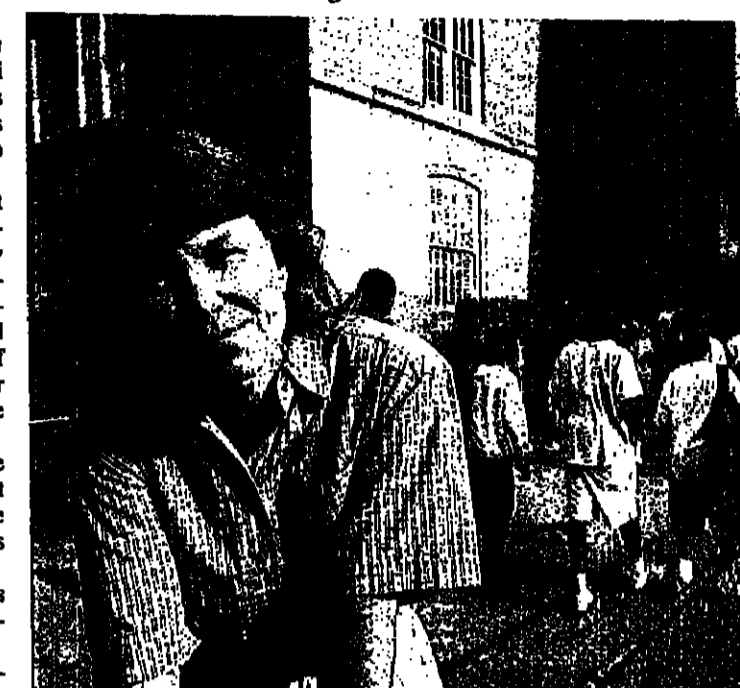
"I have seen the future of this country and I am very much frightened," Ms. Haycock says.

So last fall, with two years as executive vice-president of the non-profit Children's Defense Fund behind her, she decided to try something different. She signed on with the American Association for Higher Education as head of a new project aimed at drawing academic leaders more substantially into school-reform activities.

The transition has not always gone smoothly. She tells of attending conferences where school people have stared at her name tag in "sheer horror."

"Higher education?" a school official from Missouri exclaimed not long after Ms. Haycock had joined the AAHE. "What in the world would possess you to go to work for them?"

The immediate impetus for that



Kati Haycock: "I have seen the future of this country and I am very much frightened."

"The problem is that all of these things are still *ad hoc*," Ms. Haycock says. "In any given community, you may find hundreds of collaborative ventures," but "they don't add up to a coherent whole."

Higher education's approach to problems in the schools is often to "create a new program," she continues. "It's rarely to help the teachers and counselors and principals who run their schools to work more effectively, so that they produce the outcomes we want."

That goal is a big part of Ms. Haycock's work at the American Association for Higher Education,

enthusiastic participation in such efforts, Ms. Haycock has been making impassioned speeches about the desperate lives of poor and minority children. In the speeches, peppered with statistics drawn mostly from federal sources, she asks college leaders to consider what they might do about facts like these:

■ By the time black and Hispanic students reach the 12th grade—if they reach it at all—on average they are performing at least three grade levels below white students.

■ The United States ranks 19th among countries of the world in the ratio of schoolteachers to students.

■ Every day an average of about 2,700 American teen-age girls get pregnant, and some 135,000 children bring guns to school.

"In general," says Ms. Haycock, "we herd poor and minority youngsters into low-track classes, assign them our worst teachers and our oldest books, and then expect essentially nothing from them."

Illustrating the point not long ago in a speech in Phoenix at the annual meeting of the American Association of Community and Junior Colleges, she recalled how, while visiting an inner-city school, she heard a teacher tell students that "the sun comes up every morning and goes around the earth."

"I would submit to you," Ms. Haycock declared, "that these teachers need help from people who both know their subjects and how to teach them. Surely you can find a way to get your folks connected."

She said she knew she was speaking to people who already had a lot on their plates and were probably thinking, "Here this ding-dong comes flying in from Washington, D.C., and has the audacity to tell me I should be doing more." But by the time she had finished her half-hour speech, Ms. Haycock seemed to have recruited nearly everyone in the audience.

"Who better to take the lead than you?" she asked plaintively.

The response was a standing ovation.

Grant From Lilly Endowment

Last week the Lilly Endowment announced a grant of \$181,950 to finance the first six months of the Education Roundtable. Developmental work has been supported by the Pew Charitable Trusts. Pew also has agreed to provide startup funds for a related AAHE project, Community Compacts for Student Success, in which 10 cities will receive planning grants of \$40,000 each to improve disadvantaged students' chances of completing high school and persisting in college.

Both projects will be discussed in San Diego next week at the AAHE's third national conference on school-college collaboration.

Campaigning for academe's en-

"All of these things are still *ad hoc*. In any given community, you may find hundreds of collaborative ventures, but they don't add up to a coherent whole."

question was the behavior of college faculty members at a recent institute for school administrators and teachers, Ms. Haycock says.

"I will never make that mistake again," she quotes the Missourian as saying. "Those faculty members totally undermined what we were trying to do by shoving their pet ideas down the throats" of the school participants.

Puzzled by the Anger

Although such reports are not uncommon, Ms. Haycock says, college leaders are often puzzled by the anger they get from school people. After all, academics say, colleges and universities are already deeply involved in efforts to prepare teachers and improve schools.

True enough, Ms. Haycock acknowledges: "You can't find a college in the country that isn't home to an array of programs and projects and offices that connect with the schools in one way or another," and many of those programs are "wonderful."

All the same, she says, many educators, politicians, and much of the public perceive higher education to be "on the sidelines" of school reform.

Debate Intensifies Over Studies Linking Biology and Behavior

Continued From Preceding Page

who suggest a genetic underpinning for behavioral traits, even when such suggestions are well ahead of scientific research. The result "will be a transformation of how we understand ourselves: from moral beings, whose character and conduct is largely shaped by culture, social environment, and individual choice, to essentially biological beings," Mr. Kaye says.

'A Footnote Four Weeks Later'

Claims that a genetic basis will be found for everything from unhappiness to exhibitionism—assertions that are still questionable—could have as much effect as theories that are rooted in solid research, some scholars believe. "People talk about the social power of biological information, but they don't talk about the social power of misinformation," says Robert N. Proctor, an associate professor of history at Pennsylvania State University.

"There will be front-page stories that a math gene has been discovered," Mr. Proctor continues, using a hypothetical example, "and then a footnote four weeks later that there were problems with the study. This goes on and on."

Studies of twins, who share all or many of the same genes, often hint at a genetic basis for traits. But critics say those studies are never followed up by research that pinpoints a specific gene or genes for the traits. Studies that purported to find a specific genetic basis for schizophrenia, manic-depressive disorder, and alcoholism have either been retracted or contradicted by other studies.

Scientists working in behavioral genetics acknowledge that the field is riddled with retractions and contradictory results. But behavioral disorders such as alcoholism or schizophrenia are difficult to diagnose or even to define clearly, they say. That difficulty, in turn, makes it difficult to find biological causes of the disorders, they say.

Many scientists also say that just because they are trying to understand the role of genes in behavior doesn't mean they want to exclude other factors. Henri Begleiter, a professor of psychiatry at the Health Science Center of the State University of New York, says he was the first scientist to find distinct patterns of electrical abnormalities in the brains of alcoholics and their children. Now he and other researchers are trying to see if that abnormality is inherited. But Dr. Begleiter says he believes alcoholism may have many causes.

"I am a believer in genetics and heredity, but not at the expense of psycho-social influences or environmental influences, and I mean that," he says.

Criticism of 'Violence Initiative'

Those who are concerned about the rise of biological determinism argue that the role of genetics is often not placed in its proper perspective. Penn State's Mr. Proctor, in *Mapping Genes*, a forthcoming book from Oxford University Press, says government officials could easily base policy on a distorted understanding of genetics. Even though scientists do not yet know how strong a role genes play in creating a susceptibility for cancer, for example, policy makers could mistakenly believe that all cancer results from inherited predispositions. That belief could result in the government's cutting its support for efforts to control radon or for programs to encourage people to stop smoking, he says.



Howard L. Kaye, a sociology professor: "Dramatic statements by researchers that genes are what it means to be a human being forget other sources of knowledge."

Government policy may already be linked to faulty research, some scientists argue. They point to a "violence initiative" being planned at the National Institute of Mental Health for 1994. The program was first brought to public attention through remarks by Frederick K. Goodwin, the head of the Alcohol, Drug Abuse, and Mental Health Administration, to the institute's advisory board in February.

In those comments, which ultimately led

"There is no science which shows one group is more genetically disposed to violence than another," says Ronald Walters, chairman of the political science department at Howard University, after an informal meeting at Howard this month about the violence program. "This is a fishing expedition based on ideological theories, not scientific ones, and it gives this research a wholly political nature." Mr. Walters and others fear the initiative

"People talk about the social power of biological information, but they don't talk about the social power of misinformation."

to his resignation, Dr. Goodwin appeared to compare inner-city men to rhesus monkeys. He suggested that biological markers for aggressive behavior might help scientists find children or adolescents who would be violent later in life and that those young people could then be treated. Determining the population in need of "intervention," Dr. Goodwin suggested, could make programs to reduce violence more effective and less expensive.

Although it was the racist connotation of the rhesus-monkey remark that upset members of Congress, Dr. Goodwin's description of the plan to reduce violence has also angered many. His comments gave the impression that the mental-health institute would set up a screening program that would include the use of biochemical markers to identify people who might be violent in the future.

could be used to mark young black males as prone to violence.

Susan Solomon, chief of the violence and traumatic-stress branch at the National Institute for Mental Health, says the initiative has been misunderstood by some of its newfound opponents. While the role of biological factors in violence is being considered in planning the initiative, she says, that topic will be a small part of a large program.

"We're being asked to help stop the violence in this country and help its victims, and we're trying to find out how to do that," she says.

Some Blame Journalists

Some scholars fault journalists for contributing to the conflicts that are flaring up over genetics. Dorothy Nelkin, a professor of sociology and law at New York Univer-

sity, says journalists portray complex behavioral conditions ranging from aggression to a "zest for life" as attributable to single genes, when scientists believe that many genes may contribute to the creation of such traits. The journalistic portrayal of genetics, she says, has been absorbed in popular culture and the courts.

In the March issue of the *Vanderbilt Law Review*, she and Rochelle Cooper Dreyfuss, a professor of law at NYU, argue that a mistaken belief in "genetic essentialism"—the view that the genetic constitution we inherit at birth largely determines our future behavior—has begun to pervade many court decisions.

Dispute Over a Surrogate Mother

The two women cite a 1990 dispute in the California Superior Court between the genetic parents of a child and the surrogate mother who carried their embryo to term. In explaining his decision, the judge said: "We know more and more about traits now, how you walk, talk, and everything else, all sorts of things that develop out of your genes, how long you're going to live, all things being equal, when your immune system is going to break down, what diseases you may be susceptible to."

Then the judge referred to a controversial study of twins done by University of Minnesota scientists that suggests much of a person's intelligence can be attributed to genes. "They have upped the intelligence ratio of genetics to 70 per cent now," he said.

Ms. Nelkin and Ms. Dreyfuss say the result of the case wasn't that remarkable—the court awarded the biological parents sole custody of the child. What was unusual, the two say, was basing the decision on genetics rather than the best interests of the child.

Ms. Nelkin argues that the courts are using genetic essentialism in a recession to make quick decisions and to justify social inequalities. "In times of prosperity, society can afford to look at social and environmental sources of problems," she says.

Franklin and Marshall's Mr. Kaye contends that the ever-expanding claims about the influence of genes are being put forth at a time when the humanities and social sciences are "morally bankrupt" and too weak to defend the notion of free will.

He says social science, for instance, is currently dominated by a deterministic philosophy that places little value on individual responsibility. "There are big debates about what the socializing force is—is it language, power relations, the mode of production, or phallogocentrism?—but what social scientists all seem to agree on is that the individual human being is a product of various social forces," Mr. Kaye says.

More Controversy Anticipated

Controversies over biology and behavior are not likely to disappear. More research results are on the way that may, however vaguely, link biology with self-destructive and socially destructive behavior.

In research that was reported last month at the American Psychiatric Association meeting, but which is still unpublished, a study of convicted Finnish murderers indicated that there might be a genetic basis for low levels of serotonin in the criminals' brains. Gerald L. Brown, who is now the clinical director of the National Institute for Alcohol Abuse and Alcoholism, was the first to link low levels of that chemical to aggression in human beings.

"I do not know what kind of practical benefits might result from this research," says Dr. Brown, "but I think being ignorant is never a solution."

Publishing

Everybody, it seems, has an opinion about college professors, and much of what people have to say isn't very nice. Mark Edmundson hopes to make professor bashing more difficult with a new book of essays and interviews he has edited, due from Penguin Books next year.

The original paperback will include 12 autobiographical pieces in which scholars—mostly English professors—discuss what they do and how they got where they are now. Mr. Edmundson's goal is "to humanize the people who've been doing the work," he says, in the face of misleading attacks by journalists and others outside the academy.

The publisher contacted Mr. Edmundson, an associate professor of English at the University of Virginia, to marshal the forces on the other side, based on pieces he had written for *Harper's*. Contributors include two Virginia colleagues, Richard Rorty and Susan Falman, and Michael Bérubé, a former graduate student at Virginia who is now an assistant professor at the University of Illinois at Urbana-Champaign. Also writing are heavyweights Frank Lentricchia, Edward Said, J. Hillis Miller, and Eve Kosofsky Sedgwick, whose "Queer and Now" essay Mr. Edmundson says is among the best she's ever done.

Several of the essayists, including Harold Bloom and William Kerrigan, are critical of current trends in the humanities, but they are involved in debate, not taking potshots from the sidelines, Mr. Edmundson says. He adds that he rejected several essays that didn't strike the right personal tone—including his own. His only problem: coming up with a snappy title, to

Hot Type

rival *Tenured Radicals and Illiberal Education*. The likeliest possibility is *Wild Orchids and Trotsky*, which picks up on Mr. Rorty's discussion of aesthetics and politics.

The night Mary Jo Frug was stabbed to death in Cambridge, Mass., last year, she had been working on an essay on how the American legal system subjugates women. As her husband, Gerald Frug, tells it, Ms. Frug put her work down that evening, leaving a sentence half-finished, and decided to take a walk.

The essay, "A Postmodern Feminist Legal Manifesto," was eventually published posthumously by the *Harvard Law Review* and became the subject of a parody produced by the editors of the review. The parody was roundly criticized as cruel and tasteless, and the editors apologized for it.

At the time of her death, Ms. Frug, a prominent feminist legal scholar at the New England School of Law, had been working on several other essays drawing on French contemporary theory that she hoped to collect into a book. Editors at *Routledge* heard about the essays, and they approached Mr. Frug about completing the manuscript.

Mr. Frug pulled the essays together, noting that very little editing was needed to finish them. "I'm sure she would have wanted to polish

them," he says. "But there are a lot of exciting ideas here that otherwise would not have been available to the general public."

Routledge plans to publish *Postmodern Legal Feminism* in November, with an introduction by Judith G. Greenberg, a colleague of Ms. Frug's at the New England School of Law. "She had taught and was an activist and was starting to think of herself as a book writer," says Maureen MacGrogan, an acquisitions editor at Routledge. "If all of this publicity has done any good, it's made her book of more interest."

Beginning this summer, Radcliffe College will be the new home of *Gender & History*, an international journal devoted to historical questions about gender relations. Nancy Grey Osterud, an associate professor of history on leave from San Jose State University, will serve as the journal's American editor.

Published three times a year by Basil Blackwell and edited by British and American scholars, the journal was established in 1988 by Leonora Davidoff, who still serves as its British editor. Although the journal was associated with its previous American editor, Nancy A. Hewitt, at the University of South Florida, it had been without an institutional home in the United States. "What Radcliffe enables us to do is facilitate trans-Atlantic communication and bring together Americans from all over the country," Ms. Osterud says.

The first issue for which Ms. Osterud will be fully responsible is the one dated fall 1993, a special issue on gender and colonialism.

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ACCOUNTING

Accounting in the Soviet Union, by Elie Ash and Robert Strittmatter (Praeger Publishers; 208 pages; \$45). Focuses on accounting methods for industrial enterprises.

ANTHROPOLOGY

First Find Your Child a Good Mother: The Construction of Self in Two African Communities, by Paul Riesman (Rutgers University Press; 260 pages; \$40 hardcover, \$15 paperback). Compares the lives, child-rearing practices, and personalities of the Fulbe and the Rilmaybe, two Fulani peoples of Burkina Faso.

ARCHAEOLOGY

Space, Time, and Man: A Prehistoric View, by Grahame Clark (Cambridge University Press; 176 pages; \$39.95). Examines the evolution of human understanding of space and time.

ART AND ARCHITECTURE

Dignity and Deceit: Victorian Art and the Classical Inheritance, by Richard Jenkyns (Harvard University Press; 352 pages; \$29.95). Discusses the significance of classicalism in Victorian art and architecture; argues, for example, that

Britain's Houses of Parliament were a classical rather than Gothic design.

Montagna and Painting as Historical Narrative, by Jack M. Greenstein (University of Chicago Press; 302 pages; \$35). Develops a new theory of iconography based on an analysis of Alberti's



1435 treatise *On Painting*, and illustrated through discussion of Mantegna's painting *Circumcision of Christ*.

CHEMISTRY

Macromolecular Crystallography with Synchrotron Radiation, by John R. Helliwell (Cambridge University Press; 520 pages; \$165). Discusses the study of the structure of proteins, nucleic acids, and viruses using a technology originally developed for particle-physics research.

CLASSICAL STUDIES

The Agon in Euripides, by Michael Lloyd (Oxford University Press; 140 pages; \$45). Considers the dramatic context and function of scenes in Euripides' tragedies that depict an *agon* or formal debate; includes comparative discussion of similar scenes in works by Sophocles.

The Emperor Domitian, by Brian W. Jones (Routledge; 288 pages; \$29.95). A revisionist biography of the Roman emperor who ruled from A.D. 81 to 96 and has been known traditionally as a tyrannical and ruthless ruler.

The Play of Fictions: Studies in Ovid's "Metamorphoses" Book 2, by A. M. Keith (University of Michigan Press; 176 pages; \$29.95). Analyzes the relationship between "first layer" and "embedded" narratives in book two of the Roman poet's 15-book collection of verse tales.

COMMUNICATIONS

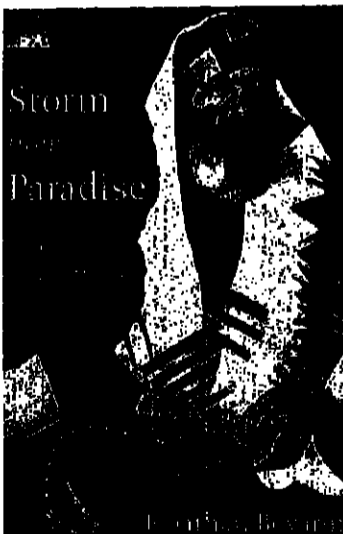
Clarence Darrow: The Creation of an American Myth, by Richard J. Jensen (Greenwood Press; 332 pages; \$42.95). Traces the American lawyer's development as an orator.

The Political Penitents, by Dan Nimmo and James E. Conroy (Praeger Publishers; 324 pages; \$47.95 hardcover, \$15.95 paperback). A critique of the activities and influence of the small group of people who provide the bulk of political commentary for the news media.

War and the Media: Propaganda and Persuasion in the Gulf War, by Philip M. Taylor (Manchester University Press; distributed by St. Martin's Press; 332 pages; \$49.95 hardcover, \$19.95 paperback). Includes discussion of Allied and Iraqi attempts to manage the news.

CULTURAL STUDIES

Storm from Paradise: The Politics of Jewish Memory, by Jonathan Boyarin (University of Minnesota Press; 161 pages; \$39.95 hardcover, \$14.95 paperback). Topics include the relationship



between anthropology and Christian and Jewish textual traditions, and the politics of memory and forgetting in Jewish strategies of state relations with the Palestinians.

DANCE

Dancing Till Dawn: A Century of Exhibition Ballroom Dance, by Julie Malnig (Greenwood Press; 192 pages; \$42.95). Draws on previously neglected sources

in a study of the dance genre's history and cultural and social significance.

ECONOMICS

Labor in the Puerto Rican Economy: Postwar Development and Stagnation, by Carlos E. Santiago (Praeger Publishers; 208 pages; \$47.95). Focuses on the issue of efficiency in the use of labor resources during rapid industrialization.

Markets, Firms, and the Management of Labour in Modern Britain, by Howard Gossop (Cambridge University Press; 250 pages; \$34.95). Argues that British management's approaches to industrial relations have hurt that country's competitiveness in relation to the United States, Germany, and Japan.

The Soviet Household Under the Old Regime: Economic Conditions and Behaviour in the 1870's, by Gur Ofer and Aaron Vinokur (Cambridge University Press; 450 pages; \$69.95). Discusses income distribution, saving behavior, division of labor, and other aspects of the Soviet urban household; based on retrospective data from Soviet Jewish immigrants in Israel and the United States.

EDUCATION

Emerging as a Teacher, by Robert V. Bulough, Nedra A. Crow, and J. Gary Knowles (Routledge; 235 pages; \$49.95 hardcover, \$15.95 paperback). Traces the professional development of teachers through case histories of six people during their first year in the classroom.

FILM STUDIES

Male Subjectivity at the Margins, by Kaja Silverman (Routledge; 400 pages; \$35 hardcover, \$16.95 paperback). A study of male film makers, writers, and

Continued on Following Page

NEW SCHOLARLY BOOKS

Continued From Preceding Page
cinematic and literary fictional characters, whose approach to masculinity challenges social norms; people discussed include Rainer Werner Fassbinder and Marcel Proust.

Master Space: Film Images of Space, by Robert S. Lyman, and by Barbara Bowman (Greenwood Press; 192 pages; \$42.95). A study of the four directors' manipulation of spatial elements in film making; considers, for example, William Wyler's "emotionalization" of space through the triangular grouping of characters in confrontation scenes.

FOLKLORE

Jokes and Their Relations, by Elliott Oring (University Press of Kentucky; 171 pages; \$23). Examines the function of incongruity in humor, and shows how that quality operates in various social and cultural contexts.

GEOGRAPHY

Dorset's Landscape: The Wasting of America's Bull's Environment, by John A. Jakle and David Wilson (Rowman & Littlefield; 342 pages; \$65 hardcover, \$23.50 paperback). Discusses cultural, economic, and other factors that have led to urban and rural decline.

HISTORY

Agriculture, Geology, and Society in Antebellum South Carolina: The Private Diary of Edmund Ruffin, 1843, edited by William M. Mathew (University of Georgia Press; 284 pages; \$35). Edition of the Virginia agricultural reformer's account of his eight-month agricultural and geological survey in South Carolina.

The Azerbaijanis: Power and Identity Under Russian Rule, by Audrey L. Alstadt (Hoover Institution Press; 334 pages; \$38.95 hardcover, \$18.95 paperback). Draws on previously neglected Turkish- and Russian-language sources in a study of Azerbaijan history and nationalism.

Black Scholar: Horace Mann Bond, 1904-1972, by Wayne J. Urban (University of Georgia Press; 280 pages; \$35). Combines a biography of the American historian, educator, and administrator with discussion of issues in black education in the mid-20th century.

Center Stage: Helen Gagan Douglas's A Life, by Ingrid Wintner Scobie (Oxford University Press; 408 pages; \$24.95). A biography of the American actress and U.S. Congresswoman, best remembered as the target of a red-baiting campaign by her opponent, Richard M. Nixon, in the 1950 California Senate race.

The CIA's Left-Lead Unions, edited by Steve Rosswurm (Rutgers University Press; 250 pages; \$45 hardcover, \$17 paperback). Contains original essays on the history of 11 unions expelled by the Congress of Industrial Organizations in 1949-50 for alleged Communist domination.

The Common Fields of England, by Eric Kierkegaard (Manchester University Press; 224 pages; \$59.95). Discusses the development of the common-fields system in early English agriculture.

The Diary of Richard G. Tugwell: The New Deal, 1932-1933, edited by Michael Vincent Namont (Greenwood Press; 344 pages; \$35). Edition of the diary of an American economist who served as an advisor and official in the Roosevelt Administration.

Doctrine and Dogma: German and British Infantry Tactics in the First World War, by Martin Samuels (Greenwood Press; 240 pages; \$45). A comparative study of infantry tactics, training, and leadership in the two armies, with a focus on Britain's unsuccessful efforts to adopt German defense concepts.

The Grey Fox: The True Story of Bill Miner—Last of the Old-Time Bandits, by Mark Dugan and Joe Boesecker (University of Oklahoma Press; 266 pages; \$24.95). A biography of Bill Miner (c.1847-1913), a Michigan-born stage and train robber who pursued his career throughout North America.

Hidden Ally: The French Resistance, Special Operations, and the Landings in Southern France, by Arthur Layman (Greenwood Press; 360 pages; \$49.95). Examines the collaborative efforts of American, British, and Free French forces in the liberation of southeastern France in 1944.

A History of the Peoples of Siberia: Russia's North Asian Colony, 1681-1990, by James Forsyth (Cambridge University Press; 328 pages; \$79.95). Describes the

relationship between personal experience and feminist commitment.

Visions of a New Industrial Order: Social Science and Labor Theory in American Progressivism, by Clarence E. Wunderlin, Jr. (Columbia University Press; 320 pages; \$45). Focuses on the labor-policy contributions of the social scientists John R. Commons, L. Dana Brand, and Jeremiah W. Jenks.

War, Revolution, and Peace in Russia: The Passages of Frank Gold, 1914-1927, edited by Terence Emmons and Bertrand M. Patenaude (Hoover Institution Press; 370 pages; \$38.95 hardcover, \$24.95 paperback). Contains previously unpublished writings by an American historian who was an eyewitness to many of the most important events in late Russian and early Soviet history.

Winged Warfare: The Literature and Theory of Aerial Warfare in Britain, 1889-1917, by Michael Paris (Manchester University Press; 279 pages; \$59.95). Includes discussion of works of military theory and aeronautical theory, as well as fiction and films that contributed to public interest in air power.

HISTORY OF MEDICINE
A History of Military Medicine, by Richard A. Gabriel and Karen S. Metz (Greenwood Press; Volume 1: *From Ancient Times to the Middle Ages* [247 pages; \$65]; Volume 2: *From the Renaissance Through Modern Times* [304 pages; \$65]; the two volumes are also available as a set for \$115).

LAW
The Constitution of South Carolina, Volume III: Church and State, Morality and Free Expression, by James Lowell Underwood (University of South Carolina Press; 427 pages; \$49.95). Discusses Sunday blue laws, school prayer, and other topics related to state constitutional doctrines on separation of church and state and free expression.

In a Time of Trouble: Law and Liberty in South Africa's State of Emergency, by Stephen J. Ellmann (Oxford University Press; 304 pages; \$39). Discusses the anti-apartheid movement's generally unsuccessful attempts to use the legal system to restrain government powers during states of emergency, despite the existence of some human-rights protections in the law.

Revolutionary Sparks: Freedom of Expression in Modern America, by Margaret A. Blanchard (Oxford University Press; 392 pages; \$49.95). Considers First Amendment controversies since the Civil War.

The Sixth Amendment in Modern American Jurisprudence: A Critical Perspective, by Alfredo Garcia (Greenwood Press; 248 pages; \$49.95). Examines the Supreme Court's interpretations of the constitutional right to a fair trial.

LINGUISTICS
Researching Language: Issues of Power and Method, by Deborah Cameron and others (Routledge; 148 pages; \$65 hardcover, \$15.95 paperback). Discusses ethical issues concerning the relationship between researchers and informants in linguistic and social research.

Sociolinguistics: A Sociological Outline, by Glyn Williams (Routledge; 256 pages; \$35 hardcover, \$16.95 paperback). Argues that current mainstream approaches in sociolinguistics are incorrect by de-emphasizing the political nature of the study of language in society.

The Syntax and Semantics of Middle German: A Study With Special Reference to German, by Sarah M. B. Pagan (Cambridge University Press; 240 pages; \$59.95). An analysis of German reflexive or middle constructions as in *Das Buch liest sich leicht* (the book reads easily); includes comparative discussion of similar constructions in English and French.

LITERATURE
Ariadne's Thread: Story Lines, by J. Hill Miller (Yale University Press; 280 pages; \$30). Considers divergent lines and disruptions of narrative logic in

Western texts from the past two centuries; focuses on Meredith's *The Egoist*, Goethe's *Elective Affinities*, and Borges's "Death and the Compass."

An in the Light of Consciousness: Eight Essays on Poetry, by Marina Tsvetaeva, translated by Angela Livingstone (Harvard University Press; 200 pages; \$27.95). Includes previously untranslated critical writings by the Russian poet who lived from 1892 to 1941.

Critical Conventions: Interpretation in the Literary Arts and Sciences, by John O'Neill (University of Oklahoma Press; 335 pages; \$34.95). A study of literary and scientific writing in the wake of Thomas Kuhn's theory of scientific change.

The Ethics of Life and Death with Heinrich von Kleist, by Joseph O. Baker (Peter Lang Publishing; 124 pages; \$35.95). Analyzes moral concepts in the work of the German novelist and dramatist who lived from 1777 to 1811.

Eudora Welty: Two Pleasures at Once in Her Frame, by Barbara H. Carson (Whitman Publishing Company; 173 pages; \$23.50). Argues that Ms. Welty's writings reveal a holistic vision of reality in which traditional opposites exist in a "polar unity."

Journey Within the Crystal: A Study and Translation of George Sand's "Laure, Voyage dans le cristal", by Pauline Pearson-Stamps (Peter Lang Publishing; 181 pages; \$35.95). Critical translation of the French writer's 1865 novel.

The Landscapes, by Anthony Trollope, edited by R. H. Super (University of Michigan Press; 360 pages; \$39.50 hardcover, \$15.95 paperback). Uses the original manuscripts to present a corrected edition of Trollope's last novel, which was unfinished at the time of his death in 1882.

Lorca, Alberti, and the Theater of Popular Poetry, by Sandra Cary Robertson (Peter Lang Publishing; 267 pages; \$44.95). Examines the role of Spanish popular culture and oral traditions in the

work of the writers Federico Garcia Lorca and Rafael Alberti.

Monarchy and Incest in Renaissance England: Literature, Culture, Kinship, by Bruce Thomas Boehrer (University of Pennsylvania Press; 189 pages; \$25.95). Discusses incest as a concern in English Renaissance literature and court culture from Kings Henry VIII to Charles I.

Morale and Stories, by Tobin Siebers (Columbia University Press; 192 pages; \$29.50). Discusses the role of literature in developing knowledge about moral character; writer and philosophers discussed include Plato, Kant, Austin, Tolstoy, and Chinua Achebe.

Notes to Literature, Volume Two, by Theodor W. Adorno, translated by Shierry Weber Nicholson (Columbia University Press; 351 pages; \$35). Includes previously untranslated essays by the 20th-century German critic and philosopher.

Philip Larkin: Writer, by James Booth (St. Martin's Press; 190 pages; \$39.95). Critiques recent efforts to decode the religious, political, or sexual subtext of the English poet's work; argues instead for an interpretation of Larkin as a deliberate artist whose works operate on a more profound imaginative level.

Revolutionary Feminism: The Mind and Career of Mary Wollstonecraft, by Gary Kelly (St. Martin's Press; 257 pages; \$39.95). Traces the philosophical development of the 18th-century English writer and feminist.

Rereading: The Literature of the Indian Diaspora, edited by Emmanuel S. Nelson (Greenwood Press; 208 pages; \$49). Includes original essays on the work of such writers as Kamala Markandaya, Bharati Mukherjee, V. S. Naipaul, Rajat Khosla, and Salman Rushdie.

Tom a Lincoln, edited by G. R. Proudfoot (Oxford University Press; 150 pages; \$37). Critical edition of an unpublished, anonymously written Jacobean play that dates from around 1611 and

deals with the life and deeds of Tom a Lincoln, or the Red Rose Knight.

Sororophobias: Differences Among Women in Literature and Culture, by Helen Michie (Oxford University Press; 216 pages; \$29.95). Considers how relations among women have been represented in various literary and historical contexts, including Victorian fiction, country music, and contemporary lesbian culture.

Three Victorians in the New World: Interpretations of the New World in the Works of Frances Trollope, Charles Dickens, and Anthony Trollope, by Helen K. Heineman (Peter Lang Publishing; 279 pages; \$44.95). Focuses on Dickens's *American Notes for General Circulation*, Frances Trollope's *Domestic Manners of the Americans*, and her son Anthony Trollope's *North America*.

Addresses of Publishers

Barnes & Noble, 8075 Bollman Place, Savage, Md. 20783
Cambridge U. Press, 40 West 20th Street, New York 10011
Columbia U. Press, 562 West 113th Street, New York 10025
Greenwood Press, Greenwood Publishing Group, 88 Post Road West, Westport, Conn. 06881

Harvard U. Press, 79 Garden Street, Cambridge, Mass. 02138
Hoover Institution Press, Stanford University, Stanford, Cal. 94305
Peter Lang Publishing, 62 West 45th Street, New York 10036
Oxford U. Press, 200 Madison Avenue, New York 10016
Praeger Publishers, Greenwood Publishing Group, 88 Post Road West, Westport, Conn. 06881

Quorum Books, Greenwood Publishing Group, 88 Post Road West, Westport, Conn. 06881
Routledge, 29 West 35th Street, New York 10001
Rowman & Littlefield, 8075 Bollman Place, Savage, Md. 20783
Rutgers U. Press, 109 Church Street, New Brunswick, N.J. 08901
St. Martin's Press, 175 Fifth Avenue, New York 10010

Texas A&M U. Press, Drawer C, College Station, Texas 77843
U. of Chicago Press, 5801 South Ellis Avenue, Chicago 60637
U. of Georgia Press, Athens, Ga. 30602
U. of Michigan Press, P.O. Box 1104, Ann Arbor, Mich. 48106
U. of Minnesota Press, 2037 University Avenue, S.E., Minneapolis, 55414

U. of Oklahoma Press, 1005 Asp Avenue, Norman, Okla. 73019
U. of Pennsylvania Press, 1300 Blockley Hall, 418 Service Drive, Philadelphia 19104
U. of South Carolina Press, 1716 College Street, Columbia, S.C. 29208
U. Press of Kentucky, 663 South Limestone Street, Lexington, Ky. 40506

U. Press of Virginia, Box 3808, University Station, Charlottesville, Va. 22903
Whitman Publishing Company, P.O. Box 958, Troy, N.Y. 12181
Yale U. Press, 92A Yale Station, New Haven, Conn. 06520

Western texts from the past two centuries; focuses on Meredith's *The Egoist*, Goethe's *Elective Affinities*, and Borges's "Death and the Compass."

An in the Light of Consciousness: Eight Essays on Poetry, by Marina Tsvetaeva, translated by Angela Livingstone (Harvard University Press; 200 pages; \$27.95). Includes previously untranslated critical writings by the Russian poet who lived from 1892 to 1941.

Critical Conventions: Interpretation in the Literary Arts and Sciences, by John O'Neill (University of Oklahoma Press; 335 pages; \$34.95). A study of literary and scientific writing in the wake of Thomas Kuhn's theory of scientific change.

The Ethics of Life and Death with Heinrich von Kleist, by Joseph O. Baker (Peter Lang Publishing; 124 pages; \$35.95). Analyzes moral concepts in the work of the German novelist and dramatist who lived from 1777 to 1811.

Eudora Welty: Two Pleasures at Once in Her Frame, by Barbara H. Carson (Whitman Publishing Company; 173 pages; \$23.50). Argues that Ms. Welty's writings reveal a holistic vision of reality in which traditional opposites exist in a "polar unity."

Journey Within the Crystal: A Study and Translation of George Sand's "Laure, Voyage dans le cristal", by Pauline Pearson-Stamps (Peter Lang Publishing; 181 pages; \$35.95). Critical translation of the French writer's 1865 novel.

The Landscapes, by Anthony Trollope, edited by R. H. Super (University of Michigan Press; 360 pages; \$39.50 hardcover, \$15.95 paperback). Uses the original manuscripts to present a corrected edition of Trollope's last novel, which was unfinished at the time of his death in 1882.

Lorca, Alberti, and the Theater of Popular Poetry, by Sandra Cary Robertson (Peter Lang Publishing; 267 pages; \$44.95). Examines the role of Spanish popular culture and oral traditions in the

work of the writers Federico Garcia Lorca and Rafael Alberti.

Monarchy and Incest in Renaissance England: Literature, Culture, Kinship, by Bruce Thomas Boehrer (University of Pennsylvania Press; 189 pages; \$25.95). Discusses incest as a concern in English Renaissance literature and court culture from Kings Henry VIII to Charles I.

Morale and Stories, by Tobin Siebers (Columbia University Press; 192 pages; \$29.50). Discusses the role of literature in developing knowledge about moral character; writer and philosophers discussed include Plato, Kant, Austin, Tolstoy, and Chinua Achebe.

Notes to Literature, Volume Two, by Theodor W. Adorno, translated by Shierry Weber Nicholson (Columbia University Press; 351 pages; \$35). Includes previously untranslated essays by the 20th-century German critic and philosopher.

Philip Larkin: Writer, by James Booth (St. Martin's Press; 190 pages; \$39.95). Critiques recent efforts to decode the religious, political, or sexual subtext of the English poet's work; argues instead for an interpretation of Larkin as a deliberate artist whose works operate on a more profound imaginative level.

Revolutionary Feminism: The Mind and Career of Mary Wollstonecraft, by Gary Kelly (St. Martin's Press; 257 pages; \$39.95). Traces the philosophical development of the 18th-century English writer and feminist.

Rereading: The Literature of the Indian Diaspora, edited by Emmanuel S. Nelson (Greenwood Press; 208 pages; \$49). Includes original essays on the work of such writers as Kamala Markandaya, Bharati Mukherjee, V. S. Naipaul, Rajat Khosla, and Salman Rushdie.

Publishing

deals with the life and deeds of Tom a Lincoln, or the Red Rose Knight.

Sororophobias: Differences Among Women in Literature and Culture, by Helen Michie (Oxford University Press; 216 pages; \$29.95). Considers how relations among women have been represented in various literary and historical contexts, including Victorian fiction, country music, and contemporary lesbian culture.

Three Victorians in the New World: Interpretations of the New World in the Works of Frances Trollope, Charles Dickens, and Anthony Trollope, by Helen K. Heineman (Peter Lang Publishing; 279 pages; \$44.95). Focuses on Dickens's *American Notes for General Circulation*, Frances Trollope's *Domestic Manners of the Americans*, and her son Anthony Trollope's *North America*.

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of the international economy on South Asian countries' domestic policies.

Margaret Thatcher: In Victory and Downfall, 1987 and 1990, by E. Bruce Geethood with James F. Hobbs (Praeger Publishers; 240 pages; \$47.95). A study of British politics in the final years of the Thatcher government.

Peasants: An Idea Whose Time Has Come, by Annot Rapoport (University of Michigan Press; 224 pages; \$29.95). An interdisciplinary analysis of the evolution of the idea of peasantry.

The Reign of Fantasy: The Political Roots of Reagan's Star Wars Policy, by Kerry L. Hunter (Peter Lang Publishing; 181 pages; \$35.95). Examines the origins of public support for President Reagan's Strategic Defense Initiative.

PUBLIC POLICY
Desegregation in American Schools: Comparative Intervention Strategies, by Brian L. Fife (Praeger Publishers; 224 pages; \$39.95). Proposes a framework for evaluating the effectiveness of different school-desegregation plans.

PHILOSOPHY
Dialogue with Heidegger on Values: Ethics for Times of Crisis, by Ernest Joss (Peter Lang Publishing; 198 pages; \$37.95). Focuses on the German philosopher's *Being and Time* and *The Essence of Reason*.

Kant and the Exact Sciences, by Michael Friedman (Harvard University Press; 368 pages; \$45). Discusses the German philosopher's efforts to formulate a metaphysics that would provide a foundation for Euclidean geometry, Newtonian physics, and other sciences of his time.

Morality and Moral Theory: A Reappraisal and Reaffirmation, by Robert B. Louden (Oxford University Press; 256 pages; \$35 hardcover, \$15.95 paperback). Challenges philosophers who argue that moral theory does not shed light on moral practice, or who deny altogether the value of morality in human life; develops a model that combines central features of Aristotelian and Kantian ethics, and that views morality primarily in terms of what people do to themselves rather than what they do to others.

Slippery Slope Arguments, by Douglas Walton (Oxford University Press; 312 pages; \$65). Identifies and analyzes four distinct forms of the argument in which a first step is taken, and a series of consequences follows, down a "slippery slope" to a disastrous conclusion; uses more than 50 case studies to discuss correct and incorrect ways the arguments are used to discuss such controversial issues as euthanasia and censorship.

POLITICAL SCIENCE
Compliance Ideologies: Rethinking Political Culture, by Richard W. Wilson (Cambridge University Press; 208 pages; \$44.95). Develops the concept of "compliance ideologies" to describe the establishment and maintenance of dominant political cultures, and the ways in which such cultures change in the shift from agrarian to industrial society.

The Discourse and Politics of Zulfikar Ali Bhutto, by Anwar H. Syed (St. Martin's Press; 285 pages; \$49.95). Traces the career of the controversial Pakistani politician who served as President and later Prime Minister from 1971 to 1977.

The Disenchanted Island: Puerto Rico and the United States in the Twentieth Century, by Ronald Fernandez (Praeger Publishers; 288 pages; \$45). Draws on previously neglected archival material in a study of political, economic, and military relations between the U.S. and Puerto Rico in the 20th century.

Distant Neighbors in the Caribbean: The Dominican Republic and Jamaica in Comparative Perspective, by Richard S. Hill and Thomas J. D'Agostino (Praeger Publishers; 224 pages; \$45). Compares the political development of the two countries.

The Evolution of International Society: A Comparative, Historical Analysis, by Adam Watson (Routledge; 384 pages; \$39.95 hardcover, \$19.95 paperback). A study of relationships among states in ancient and contemporary history.

Force and Diplomacy in the Future, by Stephen H. Cimbala (Praeger Publishers; 248 pages; \$47.95). Speculates on security concerns and alliances in the post-cold war era.

The International Politics of South Asia, by Vernon Marston Hewitt (Manchester University Press; 235 pages; \$39.95 hardcover, \$19.95 paperback). Focuses on India's growing economic and military dominance in the region, and the impact

of the international economy on South Asian countries' domestic policies.

Margaret Thatcher: In Victory and Downfall, 1987 and 1990, by E. Bruce Geethood with James F. Hobbs (Praeger Publishers; 240 pages; \$47.95). A study of British politics in the final years of the Thatcher government.

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RELIGION

Countertraditions in the Bible: A Feminist Approach, by Iana Pardee (Harvard University Press; 194 pages; \$39.95). Describes a dialogue between dominant patriarchal perspectives in the Bible and the antithetical female voices of such figures as Eve, Miriam, Rachel, and Zipporah.

The Poor in the Ecology of Juan Luis Segundo, by Mary Kay Nealen (Peter Lang Publishing; 190 pages; \$35.95). A study of the contemporary Uruguayan Jesuit scholar and leading proponent of liberation theology.

Ritual Masks: Deceptions and Revelations, by Henry Pernel, translated by Laura Grillo (University of South Carolina Press; 201 pages; \$29.95). Translation of a 1988 French study of the ritual uses of masks in African, Melanesian, and American-Indian societies.

SOCIOLOGY
Black Women in the Workplace: Impacts of Structural Change in the Economy, by Roger Bartra, translated by Claire Joynt (Rutgers University Press; 241 pages; \$37 hardcover, \$15 paperback). Discusses the expansion of state power in modern capitalist and socialist society.

Refugees or Migrant Workers? by Ili-

my, by Heide Woody (Greenwood Press; 216 pages; \$45). Focuses on how black women have been affected by the decline in manufacturing, the rise of the service sector, and other structural changes in the U.S. economy.

Embattled Eros: Sexual Politics and Ethics in Contemporary America, by Steven Seidman (Routledge; 240 pages; \$45 hardcover, \$14.95 paperback). Describes social attitudes toward sexuality in recent decades in terms of a conflict between libertarian and romanticist ideologies.

Personal & Professional

When last we wrote about Randy Olson, an adventuresome marine biologist at the University of New Hampshire, he had won an award for a film called "Lobstahs" and was at work on a music video about barnacles.

That was almost a year ago (*The Chronicle*, July 17, 1991). Last month, the since-completed "Barnacles Tell No Lies," a five-minute video that provides entertaining lyrics and little-known facts about the tiny crustaceans, won the same award at the New England Film and Video Festival.

Mr. Olson has made it his business to popularize marine biology and give science a broader appeal.

That's in addition to his work on marine invertebrates and deep-sea dives around the world. He reports that several universities are using the video in science classes.

When she became dean of humanities at the University of Arizona, Annette Kolodny said she would stay only five years.

So it probably came as no surprise when the controversial dean announced recently that the 1992-93 academic year, her fifth as dean, would be her last. Afterward she will teach comparative cultural and literary studies at Arizona.

Faculty critics who have accused the dean of being dictatorial had hoped she would step down sooner. Last fall, a faculty-governance panel that considered a professor's grievance against Ms. Kolodny and three other administrators issued a report that called for the dean's resignation.

It concluded that while there was no evidence of misconduct on Ms. Kolodny's part, she was "obsessed" with secrecy and "not skillful" as a dean. Replacing her "would probably serve the larger interests of the University," the 24-page report said.

The grievance was filed by a Hispanic professor. She said Ms. Kolodny had interfered with her promotion file by suggesting that the professor had tried to influence two scholars who wrote evaluations for the file. Arizona's president, Manuel Pacheco, did not agree with the report's conclusions about Ms. Kolodny, but agreed to transfer the professor, who was eventually promoted, to a different faculty unit. The affirmative-action office found no basis for a discrimination complaint filed by the professor.

The faculty report was written by five professors from outside the humanities. Ms. Kolodny, who has been the target of complaints from humanities professors since she took the job, dismissed the report's criticism, saying it had been influenced by a small group of critics. She said she had operated in a "very open" environment and accomplished most of her goals, including hiring more minority professors and making the curriculum more multicultural.



Barbara R. Bergmann, the association's outgoing president. "My idea is that the AAUP needs to be more in the public eye."



Linda Ray Pratt, the newly elected president. "We have more harmony than I've seen in a long time."

Controversial Leader of AAUP Sees Meeting as Symbol of Group's Potential for More Vigor and Usefulness

In an association of both the tweedy and the trendy, many members say a new spirit is developing

By COURTNEY LEATHERMAN

WASHINGTON The annual meeting of the American Association of University Professors can be counted on to attract a feisty bunch of professors and a variety of agendas.

Some come to discuss collective bargaining. Some come to hold up their badges and vote to censure colleges accused of academic-freedom violations. And some come primarily to bicker.

They come from institutions as varied as their personal styles and professional interests. Economists gather alongside English professors. Some are tweedy and bespectacled, others prefer Birkenstocks.

Some have been coming for more than 20 years. For other professors, this conference was their first—good news for an organization whose membership had, until last year, been slipping for more than a decade.

Praise and Criticism for President

This year's annual meeting, held here last week, was no different in some respects—it offered all of the above. But many of the nearly 300 conferees thought it also reflected a new spirit that had begun to build in the AAUP.

In her opening speech, Barbara R. Bergmann, the group's outgoing president, said: "This program is symbolic of what I hope will be a more vigorous, entertaining, and useful organization."

Ms. Bergmann, an economics professor at American University, has been both praised and criticized for giving the associ-

ation what some have described as a kick in the pants during her two-year term. One of her top priorities was to get the association involved in debates over abuses in intercollegiate athletics. She has also pressed the AAUP to take up national debates on such issues as health insurance and federal financing for higher education. "My idea is that the AAUP needs to be more in the public eye," she said in an interview.

"Not everybody has been happy with that."

Her gruff style and some of her efforts have indeed been controversial. Her relations with staff members and association leaders have been described as tense. She has been called undiplomatic, and she in turn has called the AAUP's staff unaggressive. Ms. Bergmann even suggested that

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AAUP Censures 5 College Administrations and Removes 5 From Academe's Blacklist

WASHINGTON The American Association of University Professors voted last week to censure the administrations of five colleges for what it said were breaches of faculty rights.

The association voted to remove just as many colleges from academe's blacklist, leaving the number at 48 after its 78th annual meeting here.

Added to the censure list were Chowan, Dean Junior, and Wesley Colleges, Loma Linda University, and the New Community College of Baltimore.

AAUP officials did not ask members to censure King's College of New York, noting that it had taken steps to correct the problems that led to an AAUP investigation, despite severe financial problems.

The AAUP's censure votes prompted little discussion this year—a change from past annual meetings. When, after one censure vote, the "ayes" sounded more like a

bored drone than an enthusiastic vote for justice in the academy, Robert A. Gorman, a law professor at the University of Pennsylvania and the head of Committee A, told the audience: "Your energy level is noticeably waning."

Investigations by Committee A

Typically, after the association's Committee A on Academic Freedom and Tenure investigates cases of alleged violations of faculty rights, the AAUP publishes the committee's reports in its magazine, *Academe*. At the annual meeting, a synopsis of the report is read and the committee recommends whether members should censure the institution. This year, some professors grumbled that they had not yet received this month's issue of the magazine, which includes all the reports. "We take seriously our responsibility for building a

Continued on Page A16

Death of a Campus

By Carolyn J. Mooney

WASECA, MINN.

The politically impossible is about to become a reality in this rural community of 8,500: A public-university campus is closing down, a casualty of a new era of fiscal restraint in higher education.

The University of Minnesota at Waseca, a two-year institution offering mainly agricultural programs, held its final commencement this month. It will shut its doors at the end of the summer.

"There were a lot of people who never thought the university would go through with this," says Robert Krumwiede, director of a student-assistance center set up for the campus's final academic year.

Talk of a Prison

Only recently have the sadness and bitterness that many here feel given way to more pressing concerns. Students are scrambling to complete their degrees. Professors, food-service workers, and even the acting chancellor are looking for new jobs, switching ca-



Nils Hasselmo, president of the U. of Minnesota system, grew up in a rural part of Sweden where the nearest high school was 20 miles away. His heart, he says, was against closing the Waseca campus, "but my mind still told me it was needed."

reers, or preparing to move. And the whole town is abuzz over talk about converting the campus's beige brick buildings into a federal prison.

Before the fall of 1990, Waseca's future seemed assured. Although several small, financially strapped private colleges close or merge each year, public-campus closings are much rarer. A proposal to close a public campus—and there have been a number of them in various states in recent years—guar-

tees a fight from local legislators, angry protests from students and professors, and an intense lobbying campaign by community and business leaders who depend on the campus for income, prestige, and graduates.

1973 Effort Failed

In the end, local interests almost always prevail, and the closing plan is scrapped. That's what happened here in 1973, when a move by several leg-

islators to shut the Waseca campus failed.

But not this time. In October 1990, against the backdrop of a university-wide budget cut, Nils Hasselmo, president of the five-campus system, shocked the community when, in a speech here, he publicly questioned Waseca's viability. He cited its low enrollment and graduation rates, its high cost per student, its focus on programs he said were duplicated elsewhere in the region, and questions about whether two-year education belonged in the system.

A campus panel asked to examine ways to make Waseca more cost-effective completed its report in late December 1990.

On January 10, 1991, Mr. Hasselmo returned with his verdict: He told an angry crowd that spilled out of the auditorium that he planned to ask the Board of Regents to close the campus. Mr. Hasselmo, who grew up in a rural part of Sweden where the nearest high school was 20 miles away, would say later that his heart was against the closing "but my mind still told me it was needed."

Reallocating \$60-Million

"Closing programs is always the most difficult part," he says now. "The decision was 100 per cent financial."

The closing was just one element of a comprehensive plan to reallocate \$60-million of the university's budget by shifting priorities, cutting and consolidating academic programs, and streamlining operations. Eventually the closing is expected to save the system about \$3.4-million a year, but the initial savings will be smaller because of severance packages and salaries for as many

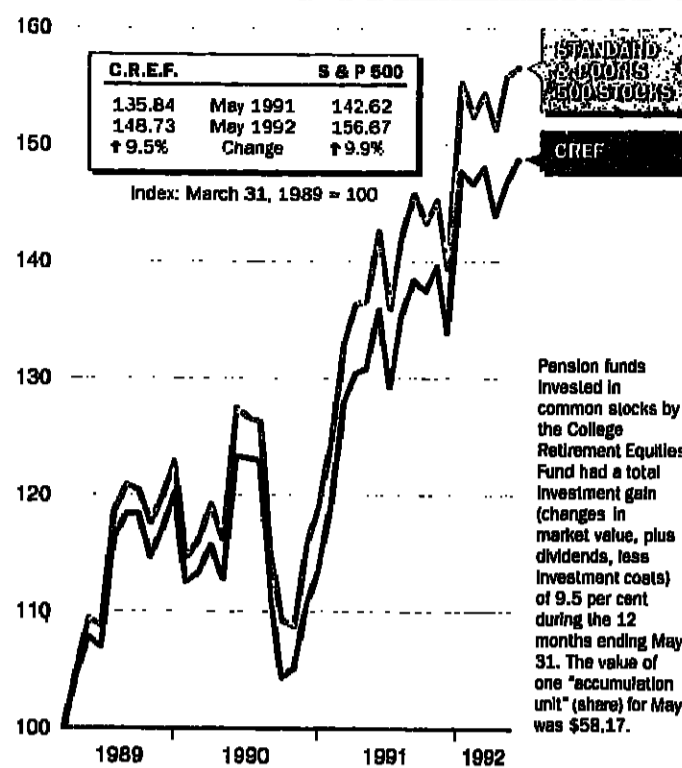
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James L. Gibson, an associate professor of agricultural production who became a vocal opponent of the closing: "We did not do a very good job of institutional research to show the public what we were doing."

Trends and Indicators

Pension Money in the Stock Market



SOURCE: College Retirement Equities Fund

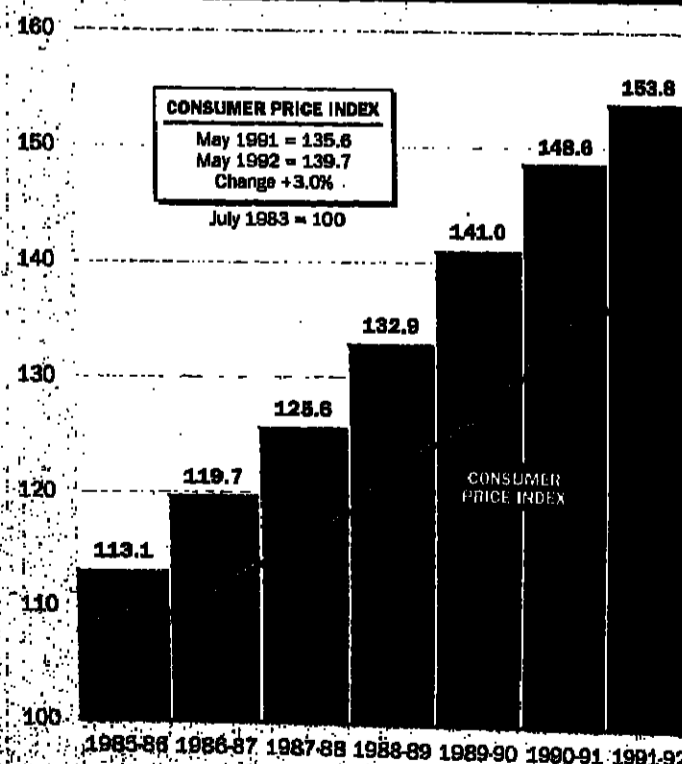
Female College Presidents

The number of female college presidents reached a record high of 348 in April 1992, according to the American Council on Education.

Fourteen per cent of the presidents were members of minority groups, with 5 American Indian, 2 Asian, 26 black, and 17 Hispanic women leading colleges and universities. The states with the largest number of female presidents were New York (39), California (37), Massachusetts (26), Pennsylvania (25), and Illinois (15). In 1978, when the council began collecting such data, 148 institutions were headed by women.

SOURCE: American Council on Education

Faculty Pay and the Cost of Living



SOURCE: American Association of University Professors; U.S. Department of Labor

A Campus Dies in Rural Minnesota as the State University Faces Reality

Continued From Preceding Page

as 23 tenured employees who have elected to relocate in the system.

In March, the board gave its blessing to the plan. Since then, the closing has taken on a symbolic importance. Perhaps more than anything else, it is a symbol of a new, more prudent era in higher education, an era shaped by tight financial times and the growing realization that universities cannot afford to be all things to all people.

Critics of the closing say it is also a symbol of the neglect of rural interests, and of the state's failure to coordinate its higher-education programs adequately. They accuse Mr. Hasselmo of sacrificing the rural campus to save what amounts to slightly more than 1 per cent of the state-financed portion of the university's budget.

The logistical and human dimensions of the closing, meanwhile, have led to an entirely different set of tensions. The campus has spent the past year wrestling with issues ranging from the appropriate treatment of terminated employees to the future use of its facilities.

The early 1970's saw a number of public-campus closings, as some states consolidated branch campuses or shut down two-year teachers' colleges. In the last 15 years, though, only four public institutions have closed, according to data collected annually by the Education Department.

Whether the latest economic crunch will lead to additional public-campus closings remains to be seen. C. Peter Magrath, president of the National Association of State Universities and Land-Grant Colleges and a former president at Minnesota, said he thought most institutions would continue to eliminate individual programs, as many have been doing, rather than entire campuses.

If other institutions do decide to follow Minnesota's lead, Waseca is sure to become a case study on closing a campus. Some professors and administrators here are already using it as the subject of scholarly articles.

"I hope people can learn from this," says Richard B. Heydinger, the university system's vice-president for external relations. He adds: "I think we did it right."

Opened in 1971

The Waseca campus opened on September 27, 1971, on the site of a former agricultural high school. Its aim was to provide students from rural areas with two-year degrees in applied agricultural sciences, something they couldn't get at most state technical schools or four-year institutions. Known for its hands-on experience, Waseca had its own livestock pens and greenhouses, and required students to take jobs in their major.

Before the closing was announced, Waseca enrolled about 1,100 students, of whom two-thirds were enrolled full time. About 500 lived on the campus.

In the campus's view, Waseca had been carrying out its mission right up until that January

day when Mr. Hasselmo came to town with the bad news. Professors often make the point that Waseca graduates received three or four job offers each. They had come from rural areas and returned to them after they graduated.

As most people here saw it, why ruin a good thing?

Many observers speculated that officials of the system wanted to close Waseca to show legislators they could make tough choices and perhaps inspire other higher-education systems in the state to follow suit. (One administrator, who thinks the system had already decided to close Waseca when it convened the panel to study future options, drily calls the panel's report "an extra-credit assignment.")

Years of Tension

Others suggest that years of tension between staff members and administrators branded the campus as a troubled place, making it easier to close in a budget crisis.

James L. Gibson, an associate professor of agricultural production here, has another theory: "We did not do a very good job of institutional research to show the public what we were doing." He became one of the most vocal opponents of the closing, compiling statistics and fact sheets documenting the campus's success.

From Mr. Hasselmo's standpoint, success had come at too high a price. The system calculated Waseca's average cost per student in 1990-91 at \$9,464, compared with

Lessons Learned From a Campus Closing

The University of Minnesota at Waseca has spent the past academic year preparing to close its doors permanently at the end of the summer. Administrators, professors, and staff members were asked by "The Chronicle" what lessons they had learned from the closing process, and whether they would have done anything differently. Some of their comments follow.

Sandra K. Allaire, assistant professor of child development: "Get it over with. This has been going on for two years. The best move was to get the employee-transition center up; the worst was not recognizing that people go through things at different times."

C. Eugene Allen, the university system's vice-president for agriculture, forestry, and home economics: "If you close one campus and you need to close more, you'd better close them all at the same time. Let the pain in the state be spread."

Loren Dahlke, a former farmer who enrolled at Waseca to prepare for a new career in food inspection: "I think the whole thing could have been studied better. It was too much, too fast. They might have realized they could have

\$5,657 for lower-division students throughout the system.

In the weeks that followed Mr. Hasselmo's announcement, students and professors, community leaders, local legislators, and alumni put up a fight. Mike Halvorson, president of the First National Bank of Waseca, recalls the "Waseca" campaign: "Oh, man, we had rallies. We had busloads to the state capitol. We hired a lobbyist."

Glowing Survey Results

Campus supporters surveyed alumni and area businesses and bombarded state officials with pages of glowing survey results. Their counteroffensive included arguments that Waseca's instructional costs and enrollment trend stood up much better than those of other agricultural programs.

Most important, they argued Waseca's programs were specific. While a student could study, say, swine production in a non-degree program at a technical college, the focus would be far narrower. The some technical colleges have since expressed an interest in some of Waseca's programs only reinforced that view.

Among the students who rallied was Brent Bunke of Rushford, Minn., a community of 1,500 people. "I wanted to come here because it's in a small town," he says. "I don't think many far kids will go racing to the big city. I think a lot will just stay home."

In the end, a legislative challenge to the closing never materialized. The board's decision stood.

LeRoy Stumpf, chairman of the higher-education division of Minnesota's Senate Finance Committee, thinks most legislators supported the system's long-term goals. "The university was making

moved some of the technical campuses here."

Kathryn L. Hanna, acting vice-chancellor for academic affairs: "My main concern is that our curriculum is being lost. It's like a bad divorce, and nobody made any plans for the child." (She thinks higher-education officials should have done a better job in ensuring that Waseca's programs were carried over to other institutions.)

Nita Hasselmo, president of the university system: "I think it's played itself out about as well as it could have. We have met our contractual obligations and used special programs to soften the impact on employees. The timing was short enough not to have it drag on, and long enough to minimize the damage to employees and students."

"There were some complications with rumors that the university was trying to turn it into a prison. We would have tried to avoid rumor mongering."

Nancy Wilhelmson, acting chancellor of the Waseca campus: "The most difficult part was giving certain staff members special severance contracts and not others. There was a lot of turmoil over this." —CAROLYN J. MCDONNELL

Personal & Professional

some tough decisions," he says. "They tackled some big problems—downsizing, eliminating remedial courses, trying to upgrade."

The university and the campus would next tackle the myriad details associated with the closing.

First came the students. Serving those who needed to complete their degrees was Waseca's top priority, says Nancy Wilhelmson, the former director of human relations here who was named acting chancellor for the final year. Mr. Krumwiede's office was set up to help.

Next came Waseca's 150 employees. A transition center was set up to help faculty and staff members find jobs, retrain, update their resumes, or simply talk about the pressures they were facing. Funds were set up to help pay for job retraining, tuition, and travel.

The campus's 30 tenured professors—and three administrators who also hold tenure—had the option of taking jobs at other campuses in the system or a buyout equal to two years' salary. At last count,

"The university made tough decisions. They tackled big problems—downsizing, eliminating remedial courses, trying to upgrade."

10 professors had taken buyouts, which take effect this summer.

Mr. Hasselmo says the university decided to protect tenure for academic-freedom reasons. But other observers have wondered whether that thinking will continue, as more universities trim programs for financial reasons. They note that there is a fine line separating academic freedom—the principle on which tenure was founded—and job security.

Non-tenured employees, including several tenure-track professors who won't receive tenure, were offered a less lucrative buyout that gave them two weeks' pay for each year worked—and a minimum of 13 weeks' pay. Most staff members who accepted had to leave last summer. To insure that there would be a core group of employees for the final year, a decision was made that led to widespread bitterness: Sixteen people could stay and take the buyout.

'Common-Sense Management'

Ms. Wilhelmson regrets that the 16 quickly became known by their peers as "essential" employees. During the turmoil, she often turned to James A. Autry's book *Love and Profit: The Art of Caring Leadership* for advice and justification. Particularly helpful, she says, was a chapter on "common-sense management" that includes the principle, "Every person is intrinsically worthwhile." The corollary states: "Not everybody's function in the workplace has equal worth to the common enterprise."

This, however, has nothing to do with the worth of people. Severance problems aside, Ms. Wilhelmson says she is satisfied with the closing process. "Even though there have been morale

problems, the measure is, the students were served." She adds: "The university has treated us very fairly. They could have said, 'I'm sorry, you're done, you're out the door, but they didn't.'"

Many faculty and staff members here grudgingly agree. Ironically, for some professors the closing has opened up doors and led to career advances that many would not otherwise have sought.

David McCarthy, who teaches agricultural mechanization and is still "very angry" over the closing, will join the Duluth campus's teacher-education program next fall. In the meantime he has had to look for a new home, sell his old one, decide what to do with the hundreds of books in his office, and take evening courses to bone up on

his new field. His professional vocabulary now includes terms like "outcome-based education" and "gender fairness."

Byron Harrison, head of the agricultural-industry program, took the buyout. He'll work for a publication devoted to horse breeding.

Martin N. Maca, an untenured landscape-technology instructor who moved here with his family only months before the closing was announced, landed a good job at South Dakota State University.

Kathleen Flitsch, manager of food operations, hasn't been as lucky. With the transition center's help she has polished her résumé, but has not yet found a job. She chose to work the final year rather than take the buyout because she would earn more that way. Later

she will be eligible for unemployment compensation.

The final logistical consideration has been the future of the 80-acre campus. Some equipment and books will travel with professors who go elsewhere in the system, and some will be sold. A state panel concluded that the facilities would best be used as a regional education center, a business site, or a prison.

Fourth-Biggest Employer

With no money for the first option and no offers on the second, federal and local authorities began exploring the possibility of converting the campus into a minimum-security penal facility. Although some here blame the university, it is not involved in the

discussions and is eager to turn the campus over to the city or state.

Perhaps not surprising for a community where the campus is the fourth-biggest employer, the prison idea has generated local interest. "We'd be remiss not to look at it," says Mr. Halvorson, the bank president, who estimates that the campus's local economic impact is about \$20-million a year.

To Mr. McCarthy, the professor moving to Duluth, a prison would be a fitting last act to what he regards as a tragic epic. He shakes his head and repeats a question he has already asked several times in the same conversation.

"What are we saying when we take an educational institution and make it into a prison? We're saying something about our society." ■

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Advertisement

The Learning Society: In Praise of Automaticity

By Bernard R. Gifford, Ph.D.
Apple Computer, Inc.

"Six times seven... That's forty-two."

It was only a split-second delay—The kind that shouldn't matter, unless you're an Olympic speed skater or a rocket scientist. Or a fifth-grade math student.

"They need to have those facts down cold," I found myself thinking as I listened to my son and his friends doing their homework. They're very good math students. And yes, they can multiply. They come up with the right answers every time—or just about. But as I watched them sit at their kitchen table working out problems, I couldn't help feeling that certain kinds of information should be absolutely automatic. I wanted them to have those facts at their fingertips.

What they need, I said to myself, is more drill and practice. And then I took a quick glance around the room, to assure myself that no one had overheard that thought.

I hope you'll sympathize with my dilemma. I don't think of myself as a drill-and-kill educator. I have little patience with the end-of-chapter exercises that require endless repetition of facts, long after they've been mastered.

And as a specialist in educational technologies, I've taken great pains to dissociate myself from the use of computer applications that anesthetize students with repetitive, deadening drill, just as I've repudiated the use of computers for mind-numbing entertainment.

The applications I've championed exploit the computer as a knowledge construction and communication tool, rather than a computational tool. I love multimedia projects that challenge kids to express their ideas and capture their experience in a variety of formats. I strongly support telecommunications projects that inspire young people to cross linguistic and cultural boundaries to explore differences and find common ground. I'm wildly enthusiastic about computer simulations that call for collaborative decision making, and in the process spur students to declare and defend a position.

I'm certainly not alone. Today most teachers want to intensify efforts to develop students' higher-order thinking skills and to promote cooperative problem solving. And so, understandably, we have de-emphasized drill and practice.

But I sometimes wonder whether we've gone too far in the other direction. We may be too quick to criticize those who insist that students fully control basic knowledge structures before moving on to more abstract considerations. We may not be taking seriously enough our responsibility to ensure that our students acquire the core set of cognitive skills and the basic knowledge they need for doing serious work in any field.

If I have any doubts about this as a teacher, I have none as a parent. I want my children to experience the confidence that comes with mastering basic skills to the point of automaticity—that is, to the point where they can use them without hesitation.

I'm not talking just about math. When studying language, students need to know how to conjugate verbs and decline nouns, and they need to have these structures on the tips of their tongues. In social studies, students need to know chronology and geography, so that the important "whens" and "wheres" of history become second nature.

This kind of familiarization requires repetition, constant application, timely feedback, and reinforcement. It's hard work, and it often entails a certain amount of drudgery—both for the student and for the teacher. Most of us teachers admit readily enough, over lunch or in the corridor, that we can't wait to get past the basics so we can really get into the substance of our curriculum. When I taught general physics, we were pretty far into the semester before the core knowledge base was in place, so that we could begin to link physical principles and carry on literate conversations about what happened when we did.

It seems to me that in many instances, the computer can do a better job than teachers at engaging students in the kind of exercises that promote automaticity, thus laying the groundwork for other types of learning. It seems to me that between dreary drill and mindless entertainment lies a broad landscape in which we can involve students in captivating games that pique curiosity, engage fantasy, and make learning fun.

In 1980, Thomas W. Malone published his classic study, "What Makes Things Fun to Learn? A Study of Intrinsically Motivating Computer Games" (Palo Alto Research Center). Malone's basic findings still make sense to me.

Malone demonstrated a critical correspondence between the features that make an environment fun and those that make it educational. The key is individual adaptability. Effective programs monitor and match individuals' skill levels, introducing tougher challenges as students master the material. They offer clear performance standards and concrete feedback about students' success in meeting them. And finally, they present a range of qualitatively different challenges, so students can obtain increasingly complex information about themselves.

A dozen years ago, Malone couldn't have known that these motivating characteristics will be commonplace in the 1990s, thanks to advances in object-oriented programming, and courseware authoring systems, and networked multimedia. Today we have marvelous tools for making basic facts second nature. Tomorrow's tools will be even more effective.



Professors at AAUP Meeting See New Spirit Developing

Continued From Page A12

some changes needed to be made in the 40-member staff, even though the AAUP, to show its support for the tenure system, grants tenure to some of its employees.

Professors who have criticized the AAUP's shift in focus believe that an organization that presents itself as the primary voice of the professoriate and the main defender of academic freedom should stick to its mission. Those critics worry that the AAUP is spreading itself too thin by focusing on too many issues and, as a result, neglecting its primary purpose.

Others here this year were in favor of breaking new ground. They noted that the AAUP would undergo a self-study—the first in at least 10 years—beginning in the fall.

The AAUP's members also adopted statements endorsing plans for national health insurance and for more public financing for higher education, partly through increased taxation. Many said national health insurance had become a big issue for professors, some of whom have seen their benefits cut and their salaries frozen in the past few years.

Association members also adopted a policy that encourages universities to make personnel files available to professors. The call for greater openness is a change for the association, which set off a firestorm in its ranks a few years ago when it filed a friend-of-the-court brief in a Supreme Court case. In the case, *University of Pennsylvania v. EEOC*, the AAUP argued that peer-review documents should be kept confidential. Many of the association's female and minority-group members criticized that position, which they said could lead to discrimination in the tenure and promotion process.

Ms. Bergmann had to wait until after the meeting to accomplish one item on her agenda. Members couldn't reach a consensus on a statement condemning federal restrictions on research involving fetal tissue and the French abortion pill, RU-486. An executive body of the AAUP approved the statement after the meeting ended.

Despite what one professor called the "evolution" of the association, some here criticized what they said were age-old problems at the AAUP. It has often been accused of acting too slowly—on everything from investigating charges of academic-freedom violations to issuing broad policy statements.

Premature Action

Take the furor over "political correctness." A year after the debate first hit campuses, the association issued a statement questioning the motives of those who were fueling the controversy. The AAUP was promptly criticized by members who said it had acted prematurely by issuing a statement that the full membership had not agreed to.

Jim Wilde, meanwhile, a former professor at Lees College who was attending his first meeting, had a different complaint. He was frustrated by the length of time it had taken the AAUP to investigate his institution. Mr. Wilde, who was

fired from the college last month, was sent to the meeting by the community-college's chapter and town residents. He said that many in his Kentucky community had hoped the AAUP would be a "white knight" and rescue the college from what some saw as an autocratic administration. Instead, the AAUP began its investigation just last month—too late for this annual meeting to take any action.

Linda Ray Pratt, an English professor at the University of Nebraska at Lincoln and the association's newly elected president, said that despite pockets of tension, "we have more harmony than I've seen in a long time." She believes a more aggressive AAUP can bolster its membership, now about 42,000.

Wells Keddle, an associate professor of labor studies at Rutgers University who has regularly attended annual meetings since 1979, agreed. A former member of the United Auto Workers, he believes Ms. Pratt can unite the AAUP on collective-bargaining issues.

Mr. Keddle, wearing his usual faded Levi's and a turquoise-inlaid belt buckle and watchband, can usually be spotted speaking out on other issues at the meeting. He found little to object to at this year's conference—a change for him, he acknowledged. (He was so peeved with the AAUP's anti-union stance in 1989 that he quit for a few years.) "I'm delighted with this organization right now," he said. "We're on the verge of some really significant changes."

Trips to the Mike

Then again, some things never change. Henry J. Frank, an emeritus professor at Rider College, is also a fixture at the annual meeting. Mr. Frank has been a member since 1948. He is famous for his trips to

AAUP Votes to Blacklist 5 Colleges

Continued From Page A12

one institution proved to be the most divisive of the day—requiring a show of membership badges rather than the usual voice vote.

The association voted to lift censure at the Colorado School of Mines, the University of Northern Colorado, and Sonoma State, Morgan State, and Temple Universities. Mr. Gorman called the events at each "a cause for celebration."

Policy on 'Retrenchment'

His comments failed to persuade everyone. Temple was censured in 1985 after the AAUP found it had wrongfully terminated four tenured professors to reduce the university's size. Recently, Temple adopted a new policy on "retrenchment" and has negotiated with the professors to settle the case.

A professor who served on the team that first investigated Temple said the university had initially offered to reinstate one fired professor as an assistant professor, although she had held the rank of associate professor. Many here took issue with what they said appeared to be a bogus offer by Temple. But, in the end, members voted to lift the censure.

—COURTNEY LEATHERMAN

Personal & Professional

CONVENTIONAL WISDOM

Conventional wisdom says a growing number of students are bringing their own computers to college. But conventional wisdom may be wrong.

According to a survey conducted at Princeton University last year, 65 per cent of the students owned their machines. "For the first time, this year there has been no growth," says Jacqueline Brown, director of information services. "We continue to be at 65 per cent."

Princeton has conducted a survey of computer ownership among students for the last four years. In 1989, 37 per cent of the students had their own machines. Ms. Brown attributes the steady state in part to a tight economy. "Even Princeton students find that adding another \$1,000 for a computer to an already hefty school fee is too much," she says.

Ms. Brown says students really don't need their own equipment, because "we have provided good public facilities."

The traditional academic-reward system is blocking the development of computer technology for college classrooms, says the head of higher-education marketing for the International Business Machines Corporation.

"Although we're seeing an emerging interest in technology for teaching and learning, we're not using new technology in the classroom," Larry McKinney, director of IBM's Academic Information Systems, said at a computing conference in San Diego this month. "Faculty who have not reached tenure have to publish journal articles. Credit for developing technology to enhance the curriculum is not as great a factor in the reward system."

Mr. Kinney added, "It's a case where a non-technology matter inhibits developing technology."

Academics who want to see how administrators and faculty members at the University of California at Los Angeles use computers can sign up for a briefing at the Academic Technology Center.

The new center is a joint venture of the university and IBM. It is modeled on the Institute for Academic Technology, which the company established in 1989 with the University of North Carolina at Chapel Hill.

Although it won't open officially until fall, the Academic Technology Center has scheduled a series of one-day conferences in July, August, and September on such topics as the campus network, computer infrastructure, library systems, scientific visualization, and supercomputing.

For more information, contact Christopher Bernbrock, resident project coordinator, IBM, 2525 Colorado Avenue, Santa Monica, Cal. 90404; (310) 447-4046; CATCCW@MVS.OAC.UCLA.EDU.

Information Technology

AgSat Helps Colleges Extend Their Reach

Nationwide system enables land-grants to broaden curricula without high cost



Jack McBride (left), of the Agricultural Satellite Network, with Randall G. Bretz: "AgSat was a natural" for a land-grant institution like the U. of Nebraska.

LINCOLN, NEB.

In a classroom at the University of Nebraska at Lincoln this past spring, James Kendrick gave a course in agricultural marketing to 120 undergraduates. Simultaneously, in a classroom at Clemson University in South Carolina, 50 more students took the course on television and talked with the professor over a toll-free telephone line. At least 200 farmers and businessmen audited the course from homes and offices and extension centers in rural areas around the country.

Mr. Kendrick's course was broadcast on the Agricultural Satellite Network, a national educational telecommunications system for land-grant universities. Seven institutions put courses on the network this

spring—in agricultural sales, food science, solid-waste management, and related subjects. Twenty-seven institutions received those courses by satellite and offered them to their students for credit.

Education for Remote Areas

The telecommunications system, called AgSat for short, was created so colleges of agriculture at land-grant universities could expand their curricula without spending a lot of money. Since no university can offer courses in every subject, the network enables an institution with a specialty, such as agricultural law or ethics, to share its expertise.

The network also makes it easier and less expensive for the institutions to pro-

vide education in remote areas—always part of the land-grant mission.

"Because you're sharing nationwide, AgSat means you're getting more for your dollars. If one university offers a course, another can take advantage of it for little money and make better use of the dollars available," says Randall G. Bretz, assistant director of the network, which has its headquarters at the university here.

Mr. Kendrick, a professor of agricultural economics, lauds AgSat as a cost-effective alternative to sending instructors to extension centers for seminars and short courses.

"I've done extension programming in marketing for years," he says. "I get in my

Continued on Following Page

Library of Congress Offers Computer Access to Once-Secret Soviet Documents

By DAVID L. WILSON

WASHINGTON

By using computer networks, distant scholars can now study parts of an exhibit of once-secret Soviet documents that are on display at the Library of Congress. No other library has ever offered direct electronic access to such an exhibit, observers say.

Robert A. Dierker, senior adviser for multimedia activities at the Library of Congress, said: "This is going to revolutionize the way libraries and museums present exhibits."

"Revelations From the Russian Archives" offers scholars, researchers, and historians an unprecedented look behind the scenes of the Soviet Union, from its birth in the October Revolution of 1917 to the abortive putsch in August of last year.

Background Material Included

Computer users will be able to peruse English translations of the 25 most significant documents, out of the 300 contained in the exhibit, together with background information that puts the papers in perspective.

Continued on Page A19



James H. Billington, the Librarian of Congress: "The use of electronic services will make these documents available to 20 million people in 72 countries."

Weekend Special

Opposition from liberal academics may be delaying consideration of the President's eight nominees to the advisory council of the National Endowment for the Humanities.

The Senate Committee on Labor and Human Resources, the committee that will review the nominations, met last week for the first time in three months, but consideration of the nominees was not part of the agenda.

President Bush made the nominations in April.

Teachers for a Democratic Culture, a group that supports multiculturalism, feminism, and diversity in the curriculum, contends that Lynne V. Cheney, the chairman of the endowment, is packing the new council with opponents of those trends.

A Senate aide said that all the Democrats on the committee had been contacted by representatives of the group and that "these contacts have given them reason to think more carefully about the nominations."

However, another aide, from Sen. Brock Adams's office, said the delay didn't necessarily mean that any of the nominations were in trouble. "There's a lot of reading on these folks, they all have long bibliographies. And frankly, some other people have sent us other things, like recommendations or non-recommendations that we feel we must review," the aide said.

Charles E. M. Kolb, deputy assistant to President Bush for domestic policy, called last week for higher standards in higher education and suggested that student aid be tied to academic achievement.

"If you don't expect more, you won't get more," Mr. Kolb said at a symposium sponsored by the National Commission on Responsibilities for Financing Postsecondary Education. He said policy makers had focused too much on the costs of higher education and not enough on quality.

On the subject of paying for higher education, the intended topic of the discussion, Mr. Kolb said government student-aid programs "have grown unnecessarily convoluted and complex."

Mr. Kolb then returned to the question he stressed throughout his speech: "Access to what?"

Mr. Kolb said the focus on financial issues would hurt students, educational institutions, and the nation in the long run. He also warned that American colleges might cease to attract as many foreign students as they have in the past as a result of deteriorating standards of education and competition from nations like Japan, which have stepped up efforts to draw students from abroad.

Colleges should recognize their self-interest in improving their quality, he said. "If you don't do it, you're going to be hurting yourselves."

Government & Politics

Final Draft of Higher-Education Bill Draws Veto Threat Over Student Loans



In rejecting previous Administration warnings about pending higher-education legislation, a House-Senate conference committee drew another veto threat.

Education Secretary says legislation is 'destroyed'

By THOMAS J. DeLOUGHRY
WASHINGTON

Lawmakers last week drafted final legislation to reauthorize the Higher Education Act. The Bush Administration promptly vowed to veto the measure.

The legislation would govern federal student aid, assistance for black colleges, teacher-education measures, and a variety of other college programs for five years.

Members of a House-Senate conference committee virtually guaranteed the veto threat when they ignored objections from President Bush and Republican lawmakers and voted to expand a direct-loan program that the White House had opposed. The plan would end federally guaranteed bank loans to students at 500 colleges and trade schools in favor of direct federal loans.

Supporters Are Confident

Congressional aides said they expected the Senate to vote on the compromise before July 4. They said the House of Representatives probably would approve the bill and send it to the White House before Congress adjourns July 11 for the Democratic National Convention. The current higher-education law expires September 30.

Democrats were confident last week that the bill would be approved, given the overwhelming support that two separate reauthorization bills attracted earlier this year. The House bill passed by a vote of 365 to 3, and the Senate vote was 93 to 1.

It was unclear whether President Bush could rally enough support from Republicans to sustain a veto.

In addition to the direct-loan program, the mammoth higher-education bill would:

What the Compromise Legislation Would Do

- All students would be eligible for Stafford Student Loans, but the government would pay the in-college interest only for the neediest.
- Students would be allowed to borrow more under the Stafford program and the Supplemental Loans for Students program.
- Parents would be allowed to borrow as much money as they need for their child's college expenses under the Parent Loans for Undergraduate Students program.
- The equity a family owns in its home or farm would no longer be considered when calculating their eligibility for aid.
- All aid applicants would be required to file a free application for federal aid, and institutions would be permitted to require a second form for institutional aid.
- Students at 500 colleges and trade schools would receive federal loans through their institutions rather than from banks.
- Colleges and trade schools with student-loan default rates above 25 per cent for three consecutive years would be made ineligible for student loans, but not for Pell Grants.
- A new program would be established to provide states with funds for "early intervention" projects that prepare schoolchildren for college.
- A position of special liaison for community and junior colleges would be created in the Department of Education.

■ Establish a student-loan program for all students, regardless of need.

■ Raise borrowing limits on Stafford Student Loans, Supplemental Loans for Students, and Parent Loans for Undergraduate Students.

■ Authorize lawmakers to increase the maximum Pell Grant from \$2,400 this year to \$3,700 for the 1993-94 academic year and to \$4,500 in 1997-98.

■ Allow students attending institutions with high student-loan default rates to remain eligible for Pell Grants.

President Bush's veto threat came in a statement from Education Secretary Lamar Alexander that arrived on Capitol Hill before the 44-member committee concluded its work. The Secretary said lawmakers had "destroyed" the bill by adding a loan program "that will create billions of dollars of new unlimited government debt."

Rep. William D. Ford, the Michigan Democrat who chairs the House Education and Labor Committee, reacted angrily to the statement. "I think it's one of the most irresponsible outbursts of petty childishness that I've ever seen in all my years on the committee," he said. Mr. Ford has been on the committee since 1965.

Bush Administration officials had said



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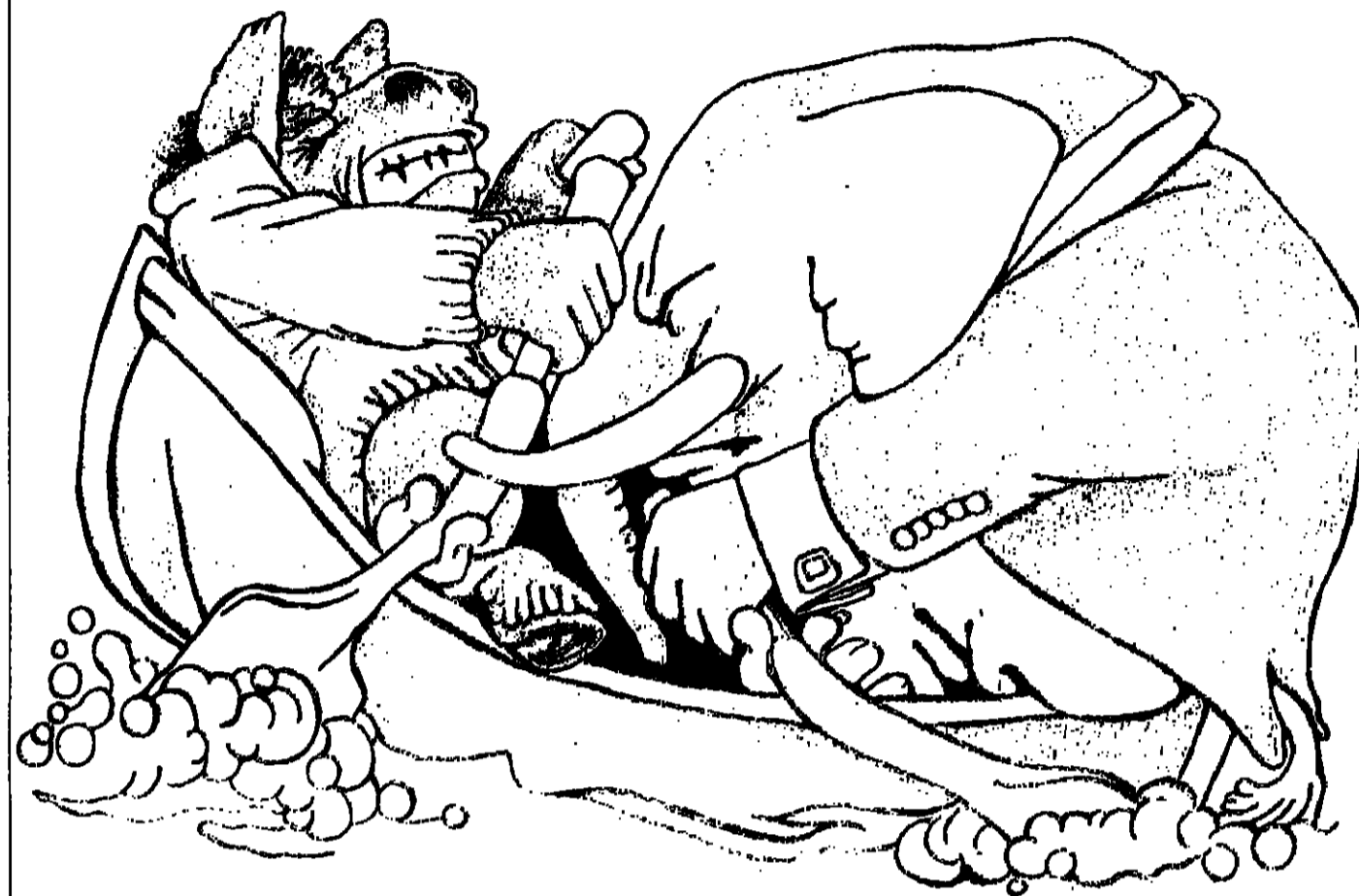
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Section 2

June 24, 1992



MAN-KAZ WINNET FOR THE CHRONICLE

A Government Divided Against Itself

By James L. Sundquist

PUBLIC ESTEEM for Congress has hit a record low, the polls tell us. Popular approval of the President is at a low point, too. More than half of the voters tell poll takers that they would like the chance to vote for somebody other than the candidates the Presidential selection process has given us—witness the groundswell of public support for Ross Perot. Fewer voters than in previous years have bothered to vote in the Republican and Democratic primaries. Disillusionment, apathy, and cynicism dominate the public mood.

Why? Because it is clear to just about everyone that the government of the United States simply is not working. The budget deficit remains out of control. The national debt has reached \$4-trillion—four times what it was barely a decade ago. The economy is in the doldrums, with levels of unemployment that would not have been tolerated in the past. The country is not regaining its pre-eminence in the world economy. The poverty, squalor, and lack of opportunity for millions in our inner cities, now so vividly illuminated by the violence in Los Angeles, have been plainly visible all along, but have been ignored. More than 30 million people lack health insurance, and nobody has a national-health plan that is going anywhere.

Individual voters, frustrated because they see no ready solution to failing and gridlocked government, look for scapegoats. They want to "throw the rascals out" of Congress and limit the terms of

their replacements, or they chase after so chimerical a source of salvation as Ross Perot.

But there is something all citizens can do—or, rather, stop doing—to help make the governmental system work. They can stop splitting their tickets in Presidential elections, putting one party in control of the executive branch and the opposing party in control of Congress.

Divided government is a new phenomenon in American political life. Until the mid-20th century, the norm was a government in which the President and the majorities in Congress were of the same political faith. Indeed, from 1884 to 1956, in 17 successive elections, not once did the voters force their newly chosen President to contend with an opposition majority in either chamber of the Congress.

But with the second election of President Eisenhower in 1956, the long era of unified party government gave way to the current era of divided government. Since 1956 the country has had Republican Presidents 68 per cent of the time; since 1968, 83 per cent of the time. During those years, the Democrats have controlled the House

all of the time and the Senate for all but six years.

Scholars of politics have been slow to recognize that, in times of divided government, fundamental tenets of their discipline are rendered obsolete. During the long period of unified party government, it became a settled doctrine of political science that the political party was the indispensable instrument that brought together the institutions of government that the Founding Fathers had so carefully separated. In a variety of metaphors, the political party was extolled as the bridge across the constitutional chasm, the web that unites the separated branches, the tie that binds.

A corollary to the doctrine of party government was that of Presidential leadership: No government could be dynamic without a leader. And the logical point of leadership was the head of the governing party, the leader of the legislative as well as the executive branch.

BUT THE PARTY cannot be the tie that binds the branches unless it controls them both, nor can the President lead the entire government when the Senate or the House or both are controlled by the opposing party.

Political science needs a new theory to explain how the coalition government produced by split tickets can be made to work. In the last year or so, political scientists have been catching up with the realities of today's politics and at least half a dozen books dealing with the problems posed by divided government have appeared. No

Continued on Following Page

OPINION

Scholars Need New Theories to Analyze the Challenges of Divided Government

Continued From Preceding Page

consensus has emerged, but at least the right questions are being asked.

Does divided government create stalemate in the legislative process? Do policy differences between the branches lead to incoherence and breakdown in the administration of the laws? Does the conflict growing out of partisan division of government undermine public confidence in governmental institutions and their leaders? Does divided government destroy the accountability that is essential for democratic control of government by voters?

Not all political scientists now writing on the subject will agree, but to me the answers to all four questions are affirmative. The problems constitute a four-point indictment of divided government as a model for our third century of national life and argue for a return to the unified party government that prevailed through most of our history.

How does divided government affect the legislative process? For anything constructive to happen when government is divided, the Democrats who control the House and the Senate must reach agreement with the Republican President. Such agreement is always arduous and at times impossible. People divide into parties, after all, because they disagree in fundamental ways about what government should do, for whom, and how. The clash of opposing philosophies and program ideas—with the voters as arbiters—is what gives government its spirit and its meaning.

When the government is divided between the parties, that normal and healthy debate is transformed into conflict between the branches of government themselves. The President vetoes Congressional proposals; the Congress labels his recommendations "dead on arrival." It is at such times that the Congress is "stymied by relentless . . . maneuvering for short-term political advantage," as Democratic Sen. Timothy E. Wirth of Colorado put it when in "anger and frustration" he announced his retirement in April.

THE POLITICAL SCIENTISTS Allen Schick and Matthew McCubbins, among others, have convincingly blamed divided government for the decade-long impasse on fiscal policy that created the current \$400-billion deficit and \$4-trillion national debt. Republicans in full control of the government would have reduced the deficit by further cutting domestic spending; Democrats would have decreased it by raising taxes. With government divided, each party had the power to thwart the other's program but not enough to enact and carry out its own. The country got the spending without the taxes.

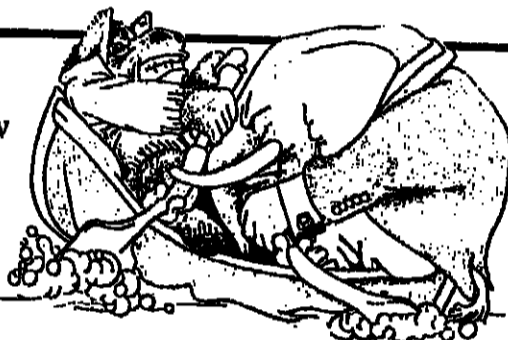
This year, each party had at least something of a program designed to speed the nation's recovery from recession. Reflecting the differences in party philosophies, programs, and sources of support, the Republican proposal featured the capital-gains tax cut sought by the financial community, while the Democrats offered a tax cut designed to favor (although it was not necessarily sought by) the middle class. The President's program was rejected out of hand by the Congress, and Congress's program, in turn, was killed by a Presidential veto. Either plan, presumably, might have been better than nothing at all.

Does divided government lead to inefficient administration? When government is

unified, the Congressional majorities are more willing to delegate to administrators the flexibility and discretion they require to execute the laws, because they are delegating power to an executive branch headed by their own party leader, the President. In a divided government, in contrast, delegations of authority go to administrators of the opposing political faith, who are intent on steering the course of government in their direction, rather than in the legislators'. Thus, the power to enforce laws written by the Democrats to protect the environment or consumers or workers' safety or opportunity for members of minority groups is in the hands of Republican officials who may be less than fully sympathetic to the Democratic policies.

Inevitably, legislators try to tighten their control of administration by withholding discretion and writing detailed prescriptions into law, often to the point of unworkability. Congressional staffs multiply for the purpose of supervising administration. Administrators, in turn, complain of meddling and "micromanagement," of being torn between conflicting directives from their White House and Capitol Hill supervisors, and of administrative paralysis.

"Political science needs a new theory to explain how the coalition government produced by split tickets can be made to work."



sis when the two branches cannot reconcile their partisan differences.

What does divided government do to public confidence? As the partisan debate turns into a feud between the branches, not only does Washington appear impotent to solve the nation's problems, but its affairs are conducted in an atmosphere of conflict and rancor. The President condemns Congress as being run by spendthrifts and wastrels, tainted with corruption. Legislators, in turn, denounce him as incompetent, lacking in vision and in compassion. In time, the evidence suggests, the people come to believe both sides.

Lastly, what is the impact of divided government on accountability to the public? Divided government lends itself to passing the buck and avoiding blame. In the days of unified party government, a President and his party won, for at least two years and usually for four, the power to carry out the policies for which they had received their mandate. At the end of four years, the party in power was accountable to the electorate. If it had satisfied the voters' expectations, it was returned to office. If it had failed, it was turned out and the opposing party given the reins of government. But now, when the government fails, the President heaps the blame upon the Congress—as we can already see in this year's campaign—while the Democrats cry that the fault is his. How can the voters hold anybody responsible for the massive deficits and debt or the savings-and-loan debacle or the plight of cities like Los Angeles, when in fact nobody has been?

Divided government is caused, of

course, by voters' splitting the ticket. Scholars, like the political scientist Gary Jacobson, suggest that ticket splitting will continue because people use different criteria in selecting among candidates for different offices: They look to Presidents to handle large national problems, such as foreign crises and economic policy, and they have greater trust for Republicans in those areas. They expect Congress to look after matters affecting local constituencies, and they find the Democrats more effective there. Some people have put it more crudely: The voters elect Democrats to Congress to enact spending programs, then put a Republican in the White House to make sure they won't have to pay for them.

Ticket splitting could be prohibited only by constitutional amendment. Voters could be required to select among party "team tickets" that included their candidates not just for President and Vice-President, but also for the Senate and the House of Representatives. Clearly, no such amendment would ever be considered by Congress, for what legislator would want to risk being dragged to defeat by an unpopular Presidential candidate? Nor would the public at large ever consent to such a limitation on its freedom of choice.

The Committee on the Constitutional System, made up of former Congressmen, high executive-branch officials, and other elder statesmen, has recommended that

each state give its voters the option of voting a straight ticket by making a single mark on the ballot or by pulling a single lever on the voting machine. But some states already do so, and the proportion of ticket splitters is not significantly reduced.

Lloyd Cutler, co-chairman of the committee, has advocated sequential elections, with the Congressional choices to be made two or three weeks after the Presidential balloting. Knowing who would be inaugurated President, the voters might heed his or her plea to send to Congress a majority of the same party. But perhaps, because of their distrust of past leaders, they would react in opposite fashion, deliberately electing to Congress members of the opposing party to restrain the President.

In the absence of a constitutional amendment, scholars, policy makers, and in fact anyone who would like to see a more harmonious, cohesive, and hence more effective government (or at least more accountable government) can only exhort the voters: If you want George Bush as President and want him to succeed in his purposes, then give him a Republican Congress to support him. Or, if you prefer the policies and legislative potential of a Democratic Congress, give it a Democratic President who will lead it and sign its bills.

James L. Sundquist, senior fellow emeritus at the Brookings Institution, has just completed a revised edition of *Constitutional Reform and Effective Government* (Brookings, 1986), to be published this fall.

The Frustrations and Satisfactions of a Sabbatical

It may seem like a privilege, but it's no paid vacation

By Howard Good

I WAITED SEVEN LONG YEARS to go on sabbatical. Then, in one short semester, it was over. I might have taken a year's leave, but that would have meant half pay—and having the bank foreclose on my house. So I took what I could afford, and what I could afford, my wife told me with charming candor, was one semester.

That is still more than people in other occupations ever get. I always knew that as a professor I led something of a privileged existence. But I don't think I really knew how privileged it was until I went on sabbatical while everyone else who expected a paycheck went off to work.

On the other hand, my sabbatical was hardly a paid vacation. I didn't travel to foreign parts, although quite a few of my colleagues and students assumed that I would.

My last semester on campus, the question I was asked most often—except for maybe, "Did we do anything in class today?"—was, "Where are you going on your sabbatical?"

"To my study," I would reply, trying in the way of all flesh to make it sound like a palazzo.

Actually, my study is a small, upstairs room furnished with a metal file cabinet from my father's old office; a kidney-shaped, cherrywood desk from my wife's grandmother; a tottery bookcase from long-ago days in married-student housing and carpeting from Sears. Laminated diplomas and framed posters hang on the walls, and overdue library books, manila folders, photocopies of journal articles and flakes of pipe tobacco lie scattered on the floor.

The room has two windows, and a towering maple grows outside one of them. When I am sitting at my desk and happen to raise my eyes from my computer, I see its darkly tangled branches. For a writer stuck for a word or an idea, this can be unsettling, like staring into the confusion of his own mind.

I describe my study in some detail because it was the center—and the top, bottom, and sides—of my world for four months.

Never before had I had so much uninterrupted time to write, and I was determined not to squander a moment. The result was that even when I was having trouble putting sentences together, I didn't shut down shop and take a walk to clear my head. I typically would remain in my study from 9 or 10 in the morning until midnight or later, coming out only to reheat my coffee in the microwave, and matches for my pipe, and eat dinner with people I vaguely recognized as my family.

WHICH BRINGS ME to the first lesson of my sabbatical: The more time you have to write, the more pressure you feel to produce something. A sabbatical isn't a chance to rest, but finally to work on a cherished project without classes, students, papers, and committees

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to distract and delay you. You sure don't want to blow it.

The second lesson of my sabbatical is ironic in light of the first. No matter how hard you work while on leave, you never accomplish as much as you intended. I had planned to write at least three chapters of a book on American film. I ended up writing two, and both need revision.

Since returning to the classroom I have

been greeted again and again by the question, "Finish your book?" I suppose those who ask it mean well, but I still want to strangle them—slowly. Finished my book? In four months? What am I, Superprof, able to leap massive amounts of research in a single bound?

I wish I could. Then I wouldn't have to reply with apparent nonchalance that my book is nowhere near completed, all the

while secretly worrying that I might never complete it. Perhaps my brain will deflate or my motivation will dry up, or perhaps I simply will be too busy teaching three over-enrolled courses each semester to write the remaining chapters. The road to the classroom, as anyone who has observed faculty life knows, is paved with abandoned manuscripts.

And yet there is nothing like sitting in

front of a computer all day, every day, to make you look forward to standing in front of a class again. Thus the third lesson of my sabbatical: You get surprisingly nostalgic for the company of students once the initial shock of being on leave has worn off. Writing is lonely work, full of false starts and obscure resistances. I realize now that teaching 10 hours a week provided a welcome break from my toil on previous books and probably even helped save my sanity. About a month into my sabbatical, I began to miss it—teaching, that is, not my sanity.

DESPITE the fact that my sabbatical had its ironies and frustrations, it was a good experience over all. When I write up the report on it that is required by my college, I can cite several important accomplishments: I drafted the opening chapters of a new book; I recovered some of my old enthusiasm for teaching; I bonded with my computer.

This should satisfy even the most tyrannical administrator . . . I hope. Pleasing administrators is important, because the current recession has made life on college campuses rather insecure, especially for faculty members. On my own campus during the past two years, we already have endured a "payroll lag" (which means, in plain English, that we had a week's salary withheld), a cutoff of employer contribu-

"Where are you going on your sabbatical?" they'd ask. "To my study," I'd reply, trying to make it sound like a palazzo."

tions to our pension fund (these have now been restored), and a severe limit on sabbaticals. Senior professors who asked for half-year leaves at full pay found their requests summarily denied.

For administrators looking at the bottom line, sabbaticals may seem like a luxury and therefore expendable in these tough times. But I would argue just the opposite—that sabbaticals are a necessity and never more so than now, when faculty members are having their pay withheld, their departmental budgets slashed, the size of their classes increased, and their "political correctness" questioned. It would take a peculiar management style—peculiarly perverse—to cancel their sabbaticals, too.

THERE IS NO Surer way to destroy the morale of faculty members than to deprive them of sabbaticals. Without an occasional semester off for self-renewal, they cease to be productive scholars, interesting teachers, valued colleagues. They become tired and discouraged, and this even before marking the latest batch of papers.

A person needs a dream to survive the daily grind. I am too old to dream anymore of playing for the New York Mets or of becoming a rock 'n' roll legend or of finding Truth. Nowadays my dreams are smaller and simpler—for example, to go on another sabbatical seven years hence. Who knows? By then I might even be able to afford to take a whole year off.

Howard Good is associate professor of Journalism at the State University of New York College at New Paltz.

LETTERS TO THE EDITOR

Animal Experimentation and Medical Research

TO THE EDITOR:

Stephen Burd's article on the primate centers failed to acknowledge that scientists and clinicians are among the leading critics of animal experimentation ("Nin Regional Primate Centers Hope Reauthorization Means More Money," June 3). There are over 3,000 physician members of the Physicians Committee for Responsible Medicine and the Medical Research Modernization Committee—organizations that have raised serious scientific objections to animal experimentation.

For example, we have found that our current understanding of AIDS has derived primarily from human clinical investigation, using such powerful tools as population studies, CAT scans, tissue cultures, and autopsies. Animal "models" of AIDS involve fundamentally different disease processes, and none of the animal data can be reliably extrapolated to humans.

Scientifically tenuous studies on innocent animals who suffer social isolation and, often, physical debilitation are described by Tulane Regional Primate Center Director Peter J. Gerone as "the only ethical thing to do." Those who lack Gerone's vested interests in animal experimentation may envision other ethical ways to invest the limited financial resources available, such as broader support for human clinical investigation, greater emphasis on prevention of AIDS, and improved social support for those afflicted with AIDS.

STEPHEN R. KAUFMAN
Chair of Medical Research
Modernization Committee
New York City

TO THE EDITOR:

It's revealing that *The Chronicle* chose to describe me as an animal-rights activist. This says something about the biases of editors, and reflects the generally held misconception that the only people critical of animal research are animal advocates.

There are thousands of medical people and other scientists around the country who are critical of animal research because of its inherent sci-

entific flaws. Still, the research establishment continues its attempt to frame the debate as merely an argument between "scientists" and "animal activists."

During several hours of telephone interviews, your reporter and I never once discussed animal rights. We did, however, spend a great deal of time going over the specific scientific limitations of animal research in AIDS—the subject of my Master's thesis in public health at Columbia University.

A central tenet of animal experimentation is that truth can only be discovered in a controlled laboratory setting. This relegates human clinical and epidemiological data and other events of the real world to mere "observations" until the facts are "proved" in a lab.

As a result of this world view, our tax dollars paid for experiments to prove that simian immunodeficiency virus (genetically similar to but with significant biological differences from HIV) is a highly mutable virus; that it is transmitted sexually as well as during pregnancy; that mom-baby transfer of the virus takes place either *in utero* or perinatally; and that co-factors beyond the virus itself have a significant effect on the actual development of disease. These "valuable" AIDS studies were done in 1989 and 1990—years after these facts were apparent in people infected with HIV.

As in housing, health care, and many other areas of societal concern, the choices made in our names have much more to do with powerful vested interests than with meeting real-life needs. Unfortunately, in the emotion-laden area of medical research and its presumed benefits to the public, secrecy and the exploitation of very real fears of death and disease have kept this reality hidden from public scrutiny.

BETSY TODD
Instructor of Nursing
College of Mount Saint Vincent
Riverdale, N.Y.

TO THE EDITOR:

The article by Stephen Burd on Regional Primate Research Centers cer-

tainly provides keen insight into mechanisms by which animal-rights activists use quasi-scientific credentials to gain apparent "scientific" credibility.

Betsy Todd, a member of an organization called the Medical Research Modernization Committee, questions the relevance of medical research using animals by suggesting that primate centers attempt to justify their existence solely by investigating "the disease of the day." It should come as no surprise that major funding for activities of the Medical Research Modernization Committee has come from two animal-rights groups closely linked with People for the Ethical Treatment of Animals—the New England Antivivisection Society and the Physicians Committee for Responsible Medicine. Literature from the Medical Research Modernization Committee attacks the value of medical research in general, not just research involving animals. Its literature states: "Vaccines played no significant role in reducing mortality rates in the United States." The group also says that "researchers routinely lie about their activities and oppose all efforts at reform." Members believe that most medical research should end. They seek additional funding to increase prevention of disease rather than finding cures, while failing to recognize that many diseases are chronic and not currently curable.

For example, the literature states that "medical treatment is the least important factor in determining health. . . . It is not surprising to learn how small a role medicine has played in the improvement of health over the past century." The Medical Research Modernization Committee and the Physicians Committee for Responsible Medicine, another animal-rights group, have failed to generate widespread support among the public and, more importantly, the medical community. However, to many individuals, a seemingly authoritative voice is often enough to sway an argument. The Regional Primate Research Centers have been spectacularly successful in providing keen insights into basic

College admissions in the 1990's

TO THE EDITOR:

Richard Chait's opinion piece, "The Growing Hucksterism of College Admissions" (May 20), trivializes the work being performed at the nation's colleges and universities by admission officers and counselors. His assertion that the majority of college admission activity is nothing more than the "hucksterism," "promotion," and "selling" of the institution flies in the face of my observation that many colleges and universities are simply employing proven techniques and contemporary communication devices to deliver their messages to prospective students.

Have some institutions gone too far? There is certainly evidence of the "hucksterism" that Chait suggests, but it is wrong to paint all the work performed in admissions with such a broad brush. Recognizing student interests in the college-admission process, the National Association of College Admission Counselors was founded in 1937 to establish a code of ethics that would guide colleges and secondary schools in their relationship with students. The association's Statement of Principles of Good Practice stands as the benchmark that institutions and individuals can follow in guiding students through the school to college transition.

Further, our Statement on the Counseling Dimension of the Admission Process at the College/University Level endorses the concept that students need ongoing professional counseling throughout the time they are exploring and making decisions about their educational options. Fortunately, such practices exist at institutions that subscribe to the NACAC guidelines.

FRANK BURNETT
Executive Director of National Association of College Admission Counselors
Alexandria, Va.

TO THE EDITOR:

It is the time of year to measure the size of the freshman class

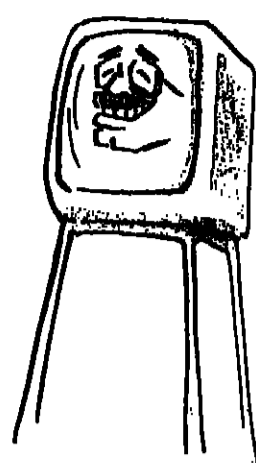


THE CHRONICLE OF HIGHER EDUCATION

"Now that the semester is over, I just want to say that it's been wonderful getting to know all of you."

physiological and pathophysiological mechanisms of disease. In particular, primate research has been invaluable in any number of contemporary scientific investigations. Let us hope that a decision to reauthorize funding for the nation's seven Regional Primate Research Centers will be based on reasoned argument and not the hyperbole of the animal-rights movement.

JEROME M. LOH
Assistant Vice-President
of Science and Technology
American Medical Association
Chicago



V.S. HICKMAN

and, more importantly, assess the cost of the latest round of recruitment. I believe Richard Chait's article raises a fundamental question: At what cost in dollars and integrity will colleges meet their enrollment goals through the end of the 20th century?

I can't disagree with Chait's premise: Fewer students and a stable number of colleges evokes Economics 101's law of supply and demand. Although the aggressive marketing efforts increased the college-bound rate during the 1980's, the law of diminishing returns has characterized the 1990's. Creating a demand will now yield very little; for every college that increases market share, another will lose it. As the margin is already narrow for the majority of colleges, Chait's scenarios suggest the supply will diminish only after a long, slow decline.

I would like to suggest a more positive scenario to that Chait, himself, may have alluded to when he pondered if we shouldn't "embrace the trend toward a market-driven academy." In the process of attracting a higher percentage of high-school graduates to college campuses, marketing efforts also created a consumer attitude in students and their families. However, given the relative parity in marketing efforts, I believe success in student recruitment will be increasingly determined by the actual delivery of "product." Colleges will have to work harder to keep their programs competitive (which, we assume, will mean better), and their spokespersons must become adept in translating institutional benefits for a more diverse and informed audience.

Enrollment success will be determined by how well colleges work with the students after marketing efforts have brought them to the door. Whether measured by a J. D. Power-type index or another instrument, student satisfaction and institutional fit should determine supply and demand's future equilibrium point in higher education.

I hope my colleagues look beyond Chait's "hucksterism in college admissions" reference (such headlines do sell papers!) and focus on the opportunity we have to prove him wrong.

WILLIAM T. CONLEY
Dean of Undergraduate Admission
Case Western Reserve University
Cleveland

TO THE EDITOR:

Richard Chait cites several salient examples of recruitment mania, exorbitant recruitment expenditures, and the dizzying array of financial inducements to students. This does happen; however, the egregious examples cited are not marketing at all. Rather, they reflect a panic mentality that has set in at many campuses. A

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true marketing plan involves careful planning based on meaningful, strategic analysis of the effect of every recruitment effort on enrollment, and reasonable checks and controls to achieve expected results within a rational budget.

The traditional U.S. college-age population (ages 18-21) increased by almost 80 per cent from 1960 to 1979. During that time college capacity expanded accordingly. That same population has declined by about 24 per cent since 1979, so the bulk of the decline in our traditional college-age population has already occurred. High-school graduates should reach their lowest numbers in most states within the next two or three years. In fact, at the low point there will be about as many high-school graduates as there were in 1967. Yet there has been little willing reduction of capacity, fostering this cut-throat environment.

Facing this challenge, admissions officers are sometimes forced to recruit at any cost. As a result, they recruit prospects with marginal probability of enrolling, and they recruit marginal students. They often generate 10 or more inquiries for each application they receive. Does it make



THOMAS BUR

sense to buy 120,000 direct-mail names or produce a pool of 20,000 inquiries when you are looking for 400 new students? Probably not.

In our experience, many colleges do not adequately target their recruitment, and they create more inquiries than they should. Even when they cannot effectively process these huge numbers, they distribute lots of fancy materials. By generating too many inquiries or recruiting prospects with low-enrollment potential, it is easy to spend \$700 on materials for each student who enrolls, but most of those materials are wasted through lack of targeting.

Similarly, the college with \$2,800 in recruitment costs per new student is probably spending twice the already high national average. This reflects a clear lack of marketing planning and, at 56 contacts per prospect, an ineffective communication plan. The college is spending as much for the best student it enrolls as it is for the weakest. At the least, it should understand the economics of retaining a student at that cost, and determine if it is amortizing that cost over four years or just one.

As for customer-satisfaction surveys, if colleges are not regularly gathering information on student experiences, job and graduate-school placement, and other indicators of satisfaction, then maybe J. D. Powers should. Any college that cannot readily cite its own record on student benefits and academic outcomes cannot develop an effective recruitment plan. And benefits and outcomes are crucial to a college's measuring its own success.

Students still select colleges based on academic quality, programs, and reputation, not on recruitment ploys.

Throwing more dollars or admissions contacts at the problem will not solve it. Colleges must spend more time and effort on marketing planning to target their recruitment strategies and to increase the effectiveness of their work.

So, yes, as Mr. Chait predicts, the competition will continue for some years to come, but it does not have to get worse. Only time will tell whether some colleges will have to get out the red "sale" tags.

GLEN A. THOMAS
President
G. A. Thomas Associates
Phoenix, Md.

The political currency of trade schools

TO THE EDITOR:

I was really surprised to learn from an article in *The Chronicle*, May 20, that the all-powerful trade-school "PACS" were able to raise the humongous sum of approximately \$69,800 to contribute to members of Congress from January 1991 to March 1992 ("Banks and Trade Schools Increase Their Campaign

Gifts as Congress Reauthorizes the Higher-Education Act"). Give us a break! This was less than one-tenth of 1 per cent of the \$73.4-million contributed by all PACs in this period as reported by the Federal Election Commission. This does not even qualify as a "chump change" inside the Beltway. It hardly merits two pages in *The Chronicle*. Since there are over 1,800 schools in the "Career College Association" this amounts to less than \$40 per school.

What the career schools did do very effectively was to organize a grassroots lobbying campaign. The thrust of this was mainly to get members of Congress to visit career schools and speak with their students and the employers of their graduates. After having had this opportunity, many of them came away with a much-changed view of these institutions and their students. I would suggest that if some of the editors of *The Chronicle* would do the same thing, they would get a less-biased view of these schools.

Of course it must be remembered that our colleagues in traditional

higher education have available a currency that is not accessible to us. They can, and do, award honorary degrees to just about any politician who can stand up to a podium and is not embarrassed by wearing a funny hat. I, myself, must confess to making what was, for me, a very substantial contribution to the campaign fund of a local Congressional candidate. Shortly after his election, he was awarded an honorary degree by one of our local colleges. When the time comes, I wonder whose phone call he will take first, one from the president of that institution or one from me.

PHILIP CHOSKY
President
Electronic Institutes
Pittsburgh

Athletics vs. academics at Appalachian State U.

TO THE EDITOR:

Douglas Lederman's article on the battle at Appalachian State University over the construction of a new basketball arena was excellent ("Feud Erupts at Appalachian State U. Over

Proposal for Student Center," May 27). The debate focuses on whether the students and the taxpayers in the state of North Carolina should pay to build another basketball palace when critical educational needs remain unmet. Appalachian prides itself on being one of the top three or four universities among the 16 institutions in the University of North Carolina system. Yet we have one of the worst libraries in the state. For example, we are second from last in library expenditures per student, third from last in number of volumes per student, and dead last in our library staff-to-student ratio. Recently, 10 per cent of our already-limited serials collection was canceled due to budgetary constraints, representing a savings of just over \$100,000.

Journals and books are the tools of a university. How can we justify cutting subscriptions, generating a meager "windfall" of \$100,000, when we have plans to build a \$24.5-million basketball arena? And to build this new monument to athletics, we will need to increase each of our stu-

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MÉLANGE

Africa and Western Tradition; Writers With Nothing to Write About; Loving Well; an Endangered Species; Einstein on an 'Old Philistine'

THE SPEED with which African critics absorb the new critical tools of the West does not augur well for the creation of an intellectual tradition in Africa. Europe already has a mainstream intellectual tradition, whatever the new movers may do or say. The Grieco-Roman-Judeo-Christian tradition, alias Euro-American mainstream, remains as solid as ever. New movements will play about its margins but will not replace it.

African intellectuals have no center yet from which to draw strength. Their would-be center is in the thousands of dispersed villages where the African masses are, where they subsist within age-old oral cultures, where they experience a sense of community and the warmth of communal values, linking destinies and feeling one another's heartbeats. The new theories that currently are promoted, aggressively and resonantly, are an extension of age-old Western individualism. The language is electrical and the conceptualization is magical, but it has within it the makings of hard liquor. It intoxicates and ultimately will overpower the weak. And Africa is in a weakened state now. In the absence of an intellectual mainstream or the equivalent of a Eurocentrism, what protection has the continent from wayward theories? African traditionalism would be the first victim, and after that the collapse would be complete.

—Emmanuel Obichina,
visiting professor of English
and third-world studies at Hobart
and William Smith Colleges,
in the latest issue
of *Liberal Education*

THE GOOD THING about [master of fine arts] programs in the States is that they employ writers; the bad thing is they come out with all of these competent writers with nothing to write about. I read more American writers than I read any body. The overwhelming feeling I get from contemporary American writing is that there are a lot of gifted writers out there without subject matter. And I don't know whether that comes from just having sat

around in workshops too long. I mean, they're kind of polishing and polishing, but what they're polishing sometimes isn't all that significant. And when I think of the major people in American literature, there's a huge gap between them. Most of the time they really haven't found anything worthy of their talent. I just wonder if that's the result of having spent too much time on campuses in campus-towns in campus-company. . . .

There's very little passion or import in some of that work. *The Grapes of Wrath* would never have come out of an MFA program. There's too much emotion there, there's too much life lived. You wouldn't have had time to get all that organized if you'd been on your MFA program. I suppose I'm not saying this around the country or jump them wagons or run the rails for a couple of years and sleep in a ditch, but I think a bit more participation in society is probably a bit of a bonus.

—Tim Winton,
Australian novelist, in the May issue
of *WP Chronicle*, published
by the Associated Writing Program

WE MUST EACH OF US become a kind of United Nations, a peacekeeping force whose only weapon is the hungering heart.

My own time is very short, but I promise you, all that will matter when you come to the end is how much you've managed to love and how much you've given back. In my case I'd rather be remembered for loving well than writing well. And remember, there's no such thing as false hope. We all have closets to come out of if we are ever going to be free.

—Paul Monette,
author of *Borrowed Time: An AIDS
Memoir*, accepting an honorary
doctorate at the State University
of New York College at Oswego

I STAND BEFORE YOU as a representative of an endangered species—a species that Americans have always taken for granted but one which society may not be willing to sustain—that is, a national li-

brary serving as a universal collection of knowledge for the use of all the people.

In 1849, John Ruskin asked, "What do we as a nation care about books? How much do you think we spend altogether on our libraries, public and private, as compared with what we spend on our horses?" In 1988, the latest year for which data are available to answer Ruskin's historical question, American consumers spent \$15,082,000,000 on horse racing, horse sales, and veterinary care—while a total of \$6,432,000,000 was spent on libraries. Clearly, horses are not the endangered species.

—James H. Billington,
Librarian of Congress,
at the annual meeting
of the Information Industry Association

I'M BUSILY AT WORK on an electrodynamic of moving bodies, which promises to be quite a capital piece of work. I wrote to you that I doubted the correctness of the ideas about relative motion, but my reservations were based on a simple calculational error. Now I believe in them more than ever. I'm going to stop by the interminably slow Kleiner's place on Thursday since he still hasn't responded. I want to convince him to let me work during Christmas vacation. I wonder if I'll succeed.

It's really terrible, all the things these old philistines put in the path of people who aren't of their ilk. They instinctively view every intelligent youth as a danger to their fragile dignity, or so it seems to me. But if he dares to reject my dissertation, then I'll publish his rejection along with my paper and make a fool of him. . . . If Diogenes were alive today, he'd be looking in vain for an honest person with his lantern.

—Albert Einstein at age 22,
in *Albert Einstein and Mileva Marić:
The Love Letters*, edited by Jürgen
Renn, assistant professor
in the University Professors Program,
and Robert Schulmann, assistant
professor of history, both
at Boston University, and published
by Princeton University Press

English-faculty members in desert



Cable

"Do me a favor. Don't begin your sentences with hopefully."

CABLE

TO THE EDITOR:

It is the time of year to measure the size of the freshman class

Letters to the Editor

Continued From Preceding Page

There was one piece of information in the article that readers might find misleading. Mr. Lederman states that "not a penny of state money" has been spent on athletic facilities at Appalachian since 1968, and quotes Chancellor John B. Thomas that it is "time to do that now." Although it may be true that no state taxpayer funds have been spent on athletic facilities in the last 25 years, it is not true that no sports facilities have been built during this period. Inclusive of 1968, approximately 192,939 square feet of varsity and intramural athletic space has been added to this campus, much of it funded with student fees. In 1990, for example, a \$1.3-million, 28-thousand-square-foot structure was added to the Owen's Field House at Appalachian. Increased student fees paid for \$800,000 of the cost of this building. With the exception of intercollegiate athletics and 28 undergraduates in our sports-medicine program, the students who purchased this facility are excluded from using it. The new building contains a training room, weight room, and game-video review rooms for varsity athletes. The facility also houses the offices of Appalachian's football coaches. Such exploitative use of student fees to construct buildings that contribute little or nothing to a student's academic career is unconscionable, and is a practice that must be stopped.

MATTHEW ROWE
Associate Professor of Biology
Appalachian State University
Boone, N.C.

Research and teaching:
Are they incompatible?

TO THE EDITOR:

Bryan Barnett's argument that teaching and research are inescapably incompatible reinforces the conventional wisdom that undergraduate teaching has suffered as faculty have shifted their attention solely to scholarship ("Teaching and Research Are Inescapably Incompatible," Point of View, June 3). Unfortunately, most of his assertions rest largely on logic rather than any systematic empirical data.

There are considerably more than 2,000 institutions of higher learning in the United States. At the overwhelming majority teaching remains the primary responsibility of faculty. While research is not discouraged, it is simply not a significant element in

classroom load, promotion, tenure, or salary decisions. To be sure, there are several hundred universities—many of which have large doctoral programs that will turn out future generations of scholars and/or teachers. At these institutions research plays a major role for two distinct reasons. First, the training of graduate students requires a faculty actively involved in research. Second, and more important, universities are perhaps the only institutions in which research in a variety of areas—including the humanities, social and behavioral sciences, sciences, and arts—can be pursued. Historically these institutions have always had a mission that included teaching and scholarship; to separate them might have undesirable consequences.

But there are larger omissions in Barnett's argument. By claiming that teaching and research are incompatible, he implies that those who are committed to scholarship are *ipso facto* poor teachers. I have grave doubts that any empirical investigation will support such a claim. In the Rutgers department of history (which enjoys a fine national reputation and has a large number of productive scholars), all available evidence (including student input and faculty visits to classrooms) indicates a close relationship between superior teaching and research. The most productive scholars make up about three-quarters of the list of the best teachers at both the undergraduate and graduate levels. Barnett's claim that teachers deal with broad issues and scholars with trivial and narrow problems is at best foolish and at worst misleading. The example that he cites to prove narrowness—"The Seduced Maiden Motif in German Literature"—is hardly supportive; I take the title to mean a course that deals with gender and literature, a subject that is hardly "specialized and esoteric." Moreover, he all but ignores important differences between broad areas, including the natural sciences, humanities, and social sciences. I fear that his underlying argument reflects an absence of knowledge and familiarity with recent scholarship in any field.

Finally, there is no doubt that productive scholars at a relatively small number of major universities constituting less than 10 per cent of the total in higher education tend to be better paid than those whose activities are confined to the classroom. There is an element of justice in this that ought not to be ignored. At many of these universities teaching loads tend

to be equal (although the availability of grants in some disciplines permits individuals to buy out of teaching). This being the case, there is little doubt that productive scholars work harder; from this perspective the salary differentials are by no means unjustified or arbitrary.

GERALD N. GROS
Professor of the History of Medicine
Institute for Health, Human Policy,
and Aging Research
Rutgers University
New Brunswick, N.J.

TO THE EDITOR:

Bryan Barnett's article on the relationship between teaching and research is right on target. It's true; teaching and research are, for the most part, incompatible. It is nonsense to suggest that extensive research, say for example in the manuscript division of the Library of Congress, on a narrow topic, followed by the long and arduous task of writing, will somehow enhance teaching. Most of us teach survey courses or "advanced" offerings that are not at all different from "lower level" classes. The best preparation involves reading and digesting the relevant literature in the field—which in most disciplines is likely to be bountiful.

Teaching four courses a semester (many teach extra for additional compensation) is tiring, to say the least. Most of us who toil in "the trenches" have multiple preparations in addition to hundreds of students. Grading a great number of essays, term papers, and other written assignments is very time-consuming. Meetings with students often spill over "official" office hours. It can take many hours to calm down after class, especially after a lengthy evening session. In short, first-rate instruction is an exhausting enterprise. I have no doubt that academic life has its share of supermen and superwomen. These lucky few can have a heavy teaching load, correct hundreds of written assignments, have an open-door office policy with frequent student consultations, conduct meaningful research using primary sources, write coherently at great length, have time for family and friends, and enjoy excellent health. God bless them. For most of us however, something has to give. That "something" is research and writing. Our top priority must be effective teaching and the welfare of our students.

STEPHEN G. WEINER
Professor of Social Science
Springfield Technical Community College
Springfield, Mass.

TO THE EDITOR:

Time spent in institutions where teaching is truly valued might change Mr. Barnett's mind about how teaching and research are related. The research we do at my home institution, for example, almost always directly relates to the teaching that people do. The research questions generated at such institutions are often the very questions that are most on the minds of those outside the academy. Field biologists want to know how to conserve the natural resources in the area while permitting reasonable growth. Researchers attempt to answer that question and then incorporate their methodologies and answers into their teaching. Teachers want to know how to promote better and more efficient learning in their students. Researchers work on that problem and, again, share what they have found with students taking their classes. In this model, the distinction between research and teaching becomes nar-

RELIGIOUSLY, SATURDAYS,
PROF. O'MALLEY AND DR. O'BRIEN
RUN THROUGH THEIR REPERTOIRE
OF JIGS AND HORNPipes

THE CHRONICLE OF HIGHER EDUCATION

rower and narrower. For the best of the faculty at such institutions, there is really no distinction at all between these activities.

In sum, teaching and research are hardly incompatible if the persons doing the research remain cognizant of the interests and needs of persons outside of the academy. When faculty members stay grounded in the needs of others, including their students, no "Seduced Maiden Motif in German Literature" classes appear in course catalogues. Many major research institutions have yet to learn this lesson.

SAM MINNER
Associate Executive Director
Center for Excellence in Education
Northern Arizona University
Flagstaff, Ariz.

The goals and ideals
of Nigerian academics

TO THE EDITOR:

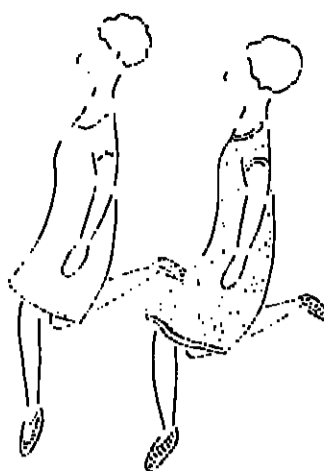
I feel compelled to respond to Steve Askin's timely commentary on violent protests on Nigerian campuses ("Nigeria's Economic Crisis Sparks Violent Protests on Campus," May 27). Nigerian students, like their South Korean or Thai counterparts, are descended from the ivory tower and are engaged in nationalist protest against what they see as the mismanagement of the economic gains attained in the post-independence period. To say that "the very best academics are out of the country" as Julius Nwagwu does, is in fact an exaggeration, and so too is the assertion that "it's difficult to talk about an academic system in Nigeria."

The Nigerian university system is very much alive, and so too are the goals and ideals of the thousands of academics who operate its 31 universities. The protests on the campuses must be seen as positive indications of the determination of Nigeria's intelligentsia to wage battles to retain the hard-earned and tangible gains made since independence.

GIORIA EMEKOWU
Associate Professor of African History
Central Connecticut State University
New Britain, Conn.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 Third Street, N.W., Washington 20037. Please include a daytime telephone number.



OPINION

June 24, 1992

THE CHRONICLE OF HIGHER EDUCATION

B7

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THE CHRONICLE OF HIGHER EDUCATION

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of the other people who have sat in it."

UNIVERSITY OF BOTSWANA

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DEPARTMENT OF
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Dublin 2, Ireland

Tel. 7021159/778421; Fax 722853

to whom telephoned or faxed enquiries should be made in the first instance.

Trinity College is an Equal Opportunity Employer.

THE ACADEMY FOR
EDUCATIONAL DEVELOPMENT

The Academy for Educational Development (AED) has openings for (A) TEL Training Advisors and (B) English for Specific Purposes (ESP) Specialist to assist in the implementation of the Integrated English Language Program (IELP) in Egypt.

TEL Advisors: Successful candidates are expected to provide quality assistance in the areas of training and teacher training, materials preparation and course evaluation. Qualifications: M.A. in TESOL or related fields; area of EFL and 5 to 10 years' teaching experience, specifically in the area of EFL and 5 to 10 years' teaching experience using EFL instructional materials. ESP Specialists: Competitive candidates will have considerable experience in providing appropriate expertise in the area of ESP, which shall entail the design of training courses, the preparation of instructional or TEL or related field; demonstrated expertise in training needs analysis; experience as an English Language teacher; and 5 years' classroom experience as an English Language teacher. Further qualifications for both positions: citizenship of Arabic is desirable. Benefits: AED package including round-trip airfare, housing, insurance, etc. Both positions are one-year appointments, renewable to 2 or 3 years beginning August 1992. Send cv, cover letter including references and a letter of recommendation to: Ms. Susan Sprague, Director of International Recruitment, AED, 1235 23rd Street, NW, Suite 400, Washington, D.C. 20037. An equal opportunity, affirmative action employer—M/F/H/V.

High level of performance as a broadcast journalist on a national print, print-out, or radio station. Successful applicant would be one of three finalists and would be highly competitive, vocational-oriented, and motivated. In Journalism, the successful candidate will be expected to actively research and write for the Department. Requires should be made to:

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NICOLET

Nicolet is a small community college located in Northern Wisconsin. The Nicolet campus, consisting of 280 heavily wooded acres of scenic Lake Julia, is of incomparable beauty. The building is a blend of traditional and modern architecture, and the campus is a beautiful setting for the college.

Students of Northern Wisconsin have at their disposal clean air, water, excellent elementary and secondary schools, numerous recreational opportunities, and superior health care. Major metropolitan areas (Minneapolis-St. Paul, Madison, Milwaukee, and Chicago) are within easy driving distance.

As the only institution of higher learning in a large, scenic area, Nicolet serves as the educational and cultural center for its students. A variety of educational options, including a unique transfer program, vocational, technical, and apprenticeship programs, and continuing education programs, are available.

INSTRUCTOR OF PSYCHOLOGY to teach Introduction to Psychology, general psychology, child psychology, and psychology of human adjustment, human relations, and human development. Qualifications: Master's degree in psychology with a strong background in general developmental and adjustment psychology at the post-graduate level, preferably in a community college. Experience in teaching critical thinking strategies preferred.

INSTRUCTOR OF SOCIOLOGY/PSYCHOLOGY to teach introductory sociology, social problems, marriage and family, living with death, and cultural anthropology. Qualifications: Master's degree in sociology, sociology of human relations, and human development. A strong understanding of human relations and human development is preferred. Applicant should have a background in sociology and psychology and a background in alternate delivery methods of instruction preferred.

THE FOLLOWING INFORMATION APPLIES TO BOTH POSITIONS:

Beginning Date: August 24, 1992
Salary: \$18,000-\$20,000 per annum, depending on qualifications and experience.
Certification: Must meet and maintain Wisconsin Vocational, Technical, and Adult Education certification requirements.

Application Procedures and Deadline: Letter of interest, resume, and three references must be submitted to the Director of Human Resources, Nicolet Area Technical College, P.O. Box 39, Oneida, Wisconsin 54981, by July 15, 1992. Full consideration will be given to all applications received by the deadline. Only complete application packages will be considered for the search. Candidates for consideration to receive a complete position description, call or write the Human Resources Department.

Nicolet Area Technical College is an Equal Opportunity, Affirmative Action Employer.

THE UNIVERSITY
OF QUEENSLAND

Equal opportunity in employment is University policy

Lecturer/Senior Lecturer
(Tenurable)

Department of Chemical Engineering

Qualifications: Candidates with a higher degree and a commitment to teaching and research. Relevant industrial experience is viewed favourably. The Department would be particularly interested in applicants with expertise, experience and an interest in separation processes, fluid mechanics, reaction engineering or minerals processing.

Duties: Teaching modern Engineering concepts to undergraduate and postgraduate students, developing and conducting an effective research program and establishing links with industry.

Salary: Lecturer: \$41,000 to \$48,688 per annum; Senior Lecturer: \$50,205 to \$57,913 per annum. Superannuation benefits apply. Relocation assistance available to applicants from outside the greater Brisbane area.

Method of Application: Nine copies (original plus eight) of an application and resume should be sent to the Director, Personnel Services, The University of Queensland, Q4 4072 by the closing date of 10 July 1992, quoting Reference Number 26292.

Canterbury, Private Bus, Christchurch, New Zealand. The University has a policy of equality of opportunity in employment.

Business Outstanding Business Professor Washington, D.C. based research, consulting and publishing company seeks understanding teaching professor for a new executive education program. I run programs for the largest business and financial institutions in the world. The United Kingdom and the Pacific. The University Program will involve ten to twenty courses per year in business and management. I am looking for a highly motivated, energetic, and experienced individual to join my team. The successful candidate will be responsible for the design, development, and delivery of the program. The successful candidate will be responsible for the design, development, and delivery of the program. The successful candidate will be responsible for the design, development, and delivery of the program.

Chiropractic: Full and part time positions available. Salary: \$18,000-\$20,000 per annum, depending on qualifications and experience. Certification: Must meet and maintain Wisconsin Vocational, Technical, and Adult Education certification requirements.

Communication: Full and part time positions available. Salary: \$18,000-\$20,000 per annum, depending on qualifications and experience. Certification: Must meet and maintain Wisconsin Vocational, Technical, and Adult Education certification requirements.

Community Services/Geography: West Virginia State College, Community College Division, Morgantown, WV 26505. The Community College Division is seeking a full-time, tenured, tenure-track position of Professor of Geography. The successful candidate will be responsible for the design, development, and delivery of the program. The successful candidate will be responsible for the design, development, and delivery of the program. The successful candidate will be responsible for the design, development, and delivery of the program.

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GEOGRAPHY/
HISTORY

Union University, an institution affiliated with the Tennessee Baptist Convention, seeks instructor for undergraduate geography and history courses. Geography or U.S. history (18th and 19th centuries) preferred, but will consider candidates with third world specializations. Applicants should have at least 18 hours of graduate credit in both geography and history. Tenure-track position, salary competitive, rank open. Preference given to applicants with Ph.D. Send a letter of application, vita, college transcripts and three letters of recommendation by July 15, 1992 to: James A. Baggett, Dean of the College of Arts and Sciences, Union University, Jackson, Tennessee 38305, or telephone (901) 486-1818.

PORTLAND
COMMUNITY
COLLEGE

Portland, Oregon

INSTRUCTOR

CRIMINAL JUSTICE
#56-91/92 P

Master's degree in Criminal Justice, Administration of Justice equivalent is required. Degree must be from an accredited institution. 3 years' experience in state or local law enforcement required. Some lower division college teaching experience is preferred. This is a full-time temporary faculty position. Position starts September 1, 1992 and ends June 30, 1993. Salary range is \$25,500-\$43,000 with excellent benefits package. Job closes 7/1/92. Contact: Staff Employment, (503) 273-2821 for an application packet. PCC encourages minorities, women and the physically challenged to apply.

FOLKLORIST

Adams State College

One-year, contract position with possible renewal for folklord to conduct field work in Southern Colorado, as well as liaison between the Arts and Colorado Council on the Arts; work with public schools, teach one or two courses. Required: MA in folklore or related discipline; fluency in Spanish; experience in public sector folk arts work; strong communications skills. Preference: Ph.D., experience in curriculum development; salary: \$25,000 plus benefits. Send letter, resume, transcripts, three letters of reference, writing sample to: John Frazer, Dean, School of Arts and Letters, Adams State College, Alamosa, Colorado 81102. Salary begins July 15, 1992. AA/EEOE

Ventura County
Community College District

Invites applications for the following full-time academic positions:

ASSESSMENT & RETENTION

SPECIALIST

Owned College - Closing 7/2/92

INSTRUCTOR IN

WATER SCIENCE

Ventura College - Closing 7/9/92

Contact Personnel Services for an application packet

Ventura County
Community College District

717 Day Road, Ventura, CA 91303 • (805) 654-6424

"The Ventura County Community College District is an Affirmative Action, Equal Opportunity Employer. Minorities and women are encouraged to apply."

Community Services/Geography: West Virginia State College, Community College Division, Morgantown, WV 26505. The Community College Division is seeking a full-time, tenured, tenure-track position of Professor of Geography. The successful candidate will be responsible for the design, development, and delivery of the program. The successful candidate will be responsible for the design, development, and delivery of the program. The successful candidate will be responsible for the design, development, and delivery of the program.

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BARBER-SCOTIA COLLEGE

Faculty Positions

Barber-Scotia College invites applications for the following positions. Minimum requirement for each position is a master's degree with 18 graduate hours in the teaching area.

- English
- Reading
- Spanish
- Journalism/Communications (Doctorate Required)
- Criminal Justice (Doctorate Required)
- Banking and Finance (Doctorate Required)
- Business Administration
- Computer Science
- Medical Technology (Doctorate Required)
- Chairman, Division of Social Sciences (Doctorate Required)

Application deadline is June 30, 1992, or until positions are filled. Candidates should send resumes and official transcripts to:

Dr. Larry Shaggs
Vice President for Academic Affairs
Barber-Scotia College
145 Cabanus Avenue, West
Concord, NC 28025

Administrative Positions

Administrative positions are available for the following positions. Minimum requirement for each position is a master's degree.

- Vice President for Business Affairs
- Registrar

Applications for these positions should be sent to:

Ms. Betty Boatwright
Executive Assistant to the President
Barber-Scotia College
145 Cabanus Avenue, West
Concord, NC 28025

GEORGETOWN COLLEGE

EDUCATION

UNDERGRADUATE ELEMENTARY EDUCATION: A tenure-track position available August 1992 at Assistant or Associate rank for person with Ed.D. or Ph.D. Teaching experience at K-4 required. Teach foundations, methods, supervise student teachers, 12 hour equivalent load; summers extra. Superior teaching skills and active involvement with the Christian faith are essential. Georgetown College is a private church-related college founded in 1829 with 1300 undergraduate and 400 graduate students. Located on 1-75 just 12 miles north of Lexington, Kentucky—near the new Toyota Motor Manufacturing Plant and in the heart of the beautiful bluegrass horse country.

Send letter addressing desired qualifications, resume with references, and transcripts by July 15, 1992, to:

Dr. E. Eugene Hall
Acting Vice President for Academic Affairs and Dean of the College
P.O. Box 2000
Georgetown College
400 East College Street, Georgetown, KY 40324

University of Texas at San Antonio

The Division of Mathematics, Computer Science, and Statistics is accepting applications for a tenure track position at the associate professor level in mathematics education. Applicants must have at least 30 graduate hours in mathematics, and a doctoral degree in mathematics education or a related area by August 1992. Preference will be given to those candidates with a strong research program which complements the interests of the current faculty. Responsibilities include teaching, research, and program development.

Applicants should submit a resume and arrange to have three letters of recommendation sent to:

DR. SHAIR AHMAD
Division of Mathematics, Computer Science, and Statistics
The University of Texas at San Antonio
San Antonio, TX 78249-0601

The closing date for this position is July 23, 1992.

UTSA is an Equal Opportunity, Affirmative Action Employer.
Women and minorities are encouraged to apply.

English/Vietnamese scholar in Renaissance studies (non-tenure track). Modern American literature, or critical theory for 35,000 plus students. Two courses. Research research records are invited to apply. To: Professor Philip J. Williams, Department of English, Villanova University, Villanova, Pennsylvania 19085.

English: Tenure track position beginning fall, 1992 at rank of instructor or assistant professor. Master's degree in English or closely related field required and Ph.D. preferred. Preferred teaching fields include English composition, American literature, and American studies. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. Robert J. Williams, Department of English, Villanova University, Villanova, Pennsylvania 19085.

English: Tenure track position beginning fall, 1992 at rank of instructor or assistant professor. Master's degree in English or closely related field required and Ph.D. preferred. Preferred teaching fields include English composition, American literature, and American studies. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. Robert J. Williams, Department of English, Villanova University, Villanova, Pennsylvania 19085.

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Ass't Prof or Instructor

Tarleton State University - Stephenville, Texas. Permanent tenure track position. Develop and teach undergraduate courses in two or more of the following: robotics, power mechanics, welding, quality assurance and electronics. Additional responsibilities include, but not limited to: curriculum development, service to various committees and academic advancement. Research and community service are encouraged. Master's in industrial technology required; doctorate preferred. Salary commensurate with qualifications. Appointment date: January 15, 1993. Application deadline: October 15, 1992, or until appropriate candidate is identified. Send letter of application, curriculum vitae, and three current letters of recommendation to: Dr. James Larimore, Box 7-889, Tarleton Station, Stephenville, Texas 76401; (817) 988-6010.

Females and minorities encouraged to apply.
T.S.U. is an equal opportunity, affirmative action employer.

MOUNT IDA COLLEGE

School of Business

Director of Hotel Administration Program

Mount Ida College in suburban Boston seeks full-time director for new B.S. Program in Hotel Administration beginning Fall 1992. Ph.D. in Hotel Administration or closely related field preferred; graduate degree in appropriate field and experience in the hotel industry are required.

Responsibilities include teaching, supervision of all facets of the academic operation of the program, management and oversight of the curriculum, recruitment of faculty, supervision and evaluation of faculty teaching professional courses, and support of admissions efforts to promote the program.

Send letter of application, resume, and three letters of recommendation to: Academic Office, Mount Ida College, 777 Dedham Street, Newton Centre, MA 02459. Review of applications is ongoing and will continue until position is filled. No telephone calls, please.

OWENSBORO COMMUNITY COLLEGE

University of Kentucky

FACULTY POSITION

Owensboro Community College is announcing the following opening: BUSINESS TECHNOLOGY: Full-time, regular faculty position. Responsibilities include teaching courses in management, supervision, and/or sales in business administration or related field; master's degree in business administration or related field is preferred. Position available August 1, 1992. Applications accepted until July 14, 1992 or until position is filled.

To apply, send letter of application, college transcripts, and list of three references to: Dr. Gary M. Green, Dean of Academic Affairs, Owensboro Community College, 4800 New Hartford Road, Owensboro, KY 42303. OCC is an equal opportunity employer.

ASSISTANT/ASSOCIATE PROFESSOR OF EDUCATION

Tenure-track position beginning August 1992. Salary: From a base of \$28,000. Qualifications: Earned doctorate in education; consideration given to applicants with doctoral degree in education or Ed.S. and outstanding research. Recent elementary/middle school teaching experience required. Position includes teaching undergraduate and graduate methods classes and student supervision. Earned doctorate required before tenure can be granted for services to: Chair, Search Committee, Department of Curriculum and Instruction, Pittsburg State University, Pittsburg, Kansas 66762. Application deadline for first consideration July 17, 1992. Search will continue until a candidate is identified.

PITTSBURG STATE UNIVERSITY IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.

complex, and student center. The college serves students drawn from throughout the Rocky Mountain Region. It is committed to excellence in occupational and transfer programs with the intent of a strong liberal arts tradition. Owens College is accredited by the North Central Association, NCA.

English as a Second Language: Full time faculty position to teach ESL, and assume responsibility for curriculum development, in expanding international program. Take into account plans to meet needs of diverse population to meet needs of diverse population. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. Robert J. Williams, Department of English, Villanova University, Villanova, Pennsylvania 19085.

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FACULTY POSITIONS

Mississippi County Community College, with its main campus in Hyattsville, Arkansas, 70 miles northwest of Memphis, Tennessee, invites applications for the following faculty positions:

BIOLOGY: INSTRUCTOR: Master's degree in Biology. Successful candidate will be required to teach courses in biology, ecology, and environmental science. Innovative teaching techniques and field experience are encouraged.

MATHEMATICS: INSTRUCTOR: Master's degree in Mathematics is required with a second teaching area in Chemistry or Physics. Successful candidate will be required to teach courses in mathematics, as well as college transfer courses, including College Algebra, Trigonometry, and Calculus.

NURSING: INSTRUCTOR: Master's degree in nursing preferred. Successful candidate will be required to teach courses in nursing, as well as college transfer courses, including College Algebra, Trigonometry, and Calculus.

Anticipated Opening: Master's degree with 18 graduate hours in teaching area. Successful candidate will be required to teach courses in psychology, criminal justice, or foreign language. Community college teaching experience desired.

The positions above are standard nine-month appointments to begin August 1992, with potential summer assignments. Salary is commensurate with experience. Qualified applicants may be flexible, collaborative, work closely with peers and administrators, and participate in college and community activities. Applicants will be expected to submit a resume, transcripts, and three references to: Personnel Office, Mississippi County Community College, P.O. Drawer 1109, Hyattsville, AR 72316-1109. Applications deadline is July 10, 1992, or until position is filled.

MCCC is an Affirmative Action, Equal Opportunity Employer.

FACULTY POSITIONS

Computer Assisted Drafting/Engineering Math/Science

Northern Wyoming Community College District, Sheridan College, is seeking two full-time instructors.

CAD/Engineering Instructor. Duties include: classroom and/or laboratory instruction in CAD and engineering science courses; development of curriculum; coordinating the engineering program; master's degree in related field required, preferably engineering; experience in use and application of CAD.

Mathematics/Physical Science Instructor. Duties include: classroom and/or laboratory instruction in developmental mathematics through calculus and physics and astronomy. Master's degree in a related field is required, preferably with computer-aided systems for algebra/differential equations. Teaching experience is desirable for both positions.

Sheridan College is accredited by the North Central Association of Colleges and Schools. Sheridan is located in northeastern Wyoming at the foot of the beautiful Big Horn mountains which provide year-round recreation. For application and information, contact: Wilma Hall, Personnel Office, Sheridan College, P.O. Box 1500, Sheridan, WY 82801. Dates: July 10, 1992. Review of applications to begin July 10, 1992.

CENTRAL ARIZONA COLLEGE

PROFESSOR OF CHEMISTRY (Signal Peak Campus): Essential: Master's degree from a regionally accredited institution; certification in chemistry through the AZ Community College Board. Prefer teaching experience with additional certification in Physics or Engineering. Salary commensurate with qualifications and experience. Send letter of application, resume, and three letters of recommendation to: Dr. Bruce Morgan, English Language Institute, 301 Monmouth Hall, Wayne State University, Detroit, Michigan 48202. Application deadline: June 30, 1992.

To apply for this position, send letter of interest, resume, list of three professional references with phone numbers, copies of official transcripts, and copy of AZ Community College Certificate (if available) to: Office of Human Resources, Central Arizona College, 4470 N. Overfield Road, Coolidge, AZ 85228. Candidates are responsible for any expenses incurred for interview. EOE/AA.

Environmental Engineering: Senior faculty position in Environmental Engineering. Case study University, Case Western Reserve University. As part of the expansion program, the Department of Civil Engineering at Case Western Reserve University is seeking a senior tenure track faculty position in Environmental Engineering. The successful candidate will be expected to assume leadership and responsibility for promoting and developing the program in environmental engineering. Candidates must have a Ph.D. in Environmental Engineering and a minimum of five years of university-level teaching experience. Salary range is \$40,000 to \$60,000. Review of applications will begin on July 6, 1992. Send cover letter, resume, and three letters of recommendation to: Dr. Bruce Morgan, English Language Institute, 301 Monmouth Hall, Wayne State University, Detroit, Michigan 48202. Application deadline: June 30, 1992.

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University of Pittsburgh School of Medicine/
Western Psychiatric Institute and Clinic

The Department of Psychiatry of the University of Pittsburgh School of Medicine/Western Psychiatric Institute and Clinic wishes to fill immediately the following vacancies for full-time faculty positions. Candidates with strong academic and research interests and teaching experience are preferred.

GENERAL PSYCHIATRISTS (6): Board-certified or eligible psychiatrists to provide direct patient care both on inpatient and outpatient services, to train and supervise skilled health professionals including psychiatric residents and to participate in clinical research. Candidates must have background and expertise in psychopharmacology and clinical/evaluative studies.

CHILD PSYCHIATRISTS (3): Board-certified or eligible psychiatrists with post-graduate training in child psychiatry to provide direct inpatient and outpatient care, to train and supervise skilled health professionals including psychiatric residents, and to participate in clinical research. Candidates must have background and expertise in psychopharmacology and clinical/evaluative studies.

PSYCHOLOGISTS (5): Individuals with two years' clinical experience with adults and/or children in both inpatient and outpatient settings in a psychiatric setting. Ph.D. in clinical psychology desirable. Candidates with skills in applied behavioral analysis, research methodology, neuropsychology and developmental disorders preferred. Responsibilities include conducting individual and group therapy with patients, providing consultative and supervisory services to staff and trainees, coordinating behavioral aspects of treatment plans and conducting research. Previous research record of publications is essential. Send letter of inquiry and curriculum vitae to: Robert H. Roth, M.D., Vice Chairman, Department of Psychiatry, University of Pittsburgh School of Medicine, Western Psychiatric Institute and Clinic, 3811 O'Hara Street, Pittsburgh, PA 15261.

DIRECTOR OF RESEARCH FOR THE JOHN MERCK PROGRAM (1): This individual will be responsible for providing leadership for research programs in developmental disorders. Candidates may have either an M.D. or Ph.D. degree, but should have a strong background in neuroscience research, particularly in developmental neurobiology, and be able to guide and contribute to research programs in developmental language disorders and autism as well as related developmental disorders. Record of published research essential. Rank and salary are commensurate with experience. Please respond to: Robert H. Roth, M.D., Chair, Search Committee, WPIC, 3811 O'Hara Street, Pittsburgh, PA 15261.

RESEARCH PHARMACY DIRECTOR (1): Individual with experience in conductive investigations to support and provide assistance to investigators in a very active externally-funded research program. The successful applicant will be expected to develop an active drug research program with external funding and to provide assistance to investigators in the conduct of research studies. The Research Pharmacy Director will coordinate the activities of an investigational drug service to include tracking of IND and IRB submissions, implementing special formulations of investigational drugs, counseling and compliance monitoring of research subjects, and associated record-keeping requirements. Salary and academic rank are negotiable and commensurate with previous experience and research accomplishments. Letter of application and curriculum vitae should be sent to: Robert H. Roth, M.D., Vice President for Research, University of Pittsburgh Medical Center, 3811 O'Hara Street, Pittsburgh, PA 15261.

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

Florida International University is a member of the State University System of Florida and is an Affirmative Action, Equal Access, Equal Opportunity Employer.

Robert Dollinger, M.D.
Director, Student Health Services
Florida International University
Student Health Center—University Park
Miami, FL 33199
(305) 348-3080

Deadline: July 10, 1992.

Florida International University is a member of the State University System of Florida and is an Affirmative Action, Equal Access, Equal Opportunity Employer.

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ports to the University Librarian. Send let-
ters to: **Journal of American Studies**, 100
North College Street, Durham, NC 27706, U.S.A.
or 100 North College Street, Durham, NC 27706,
24, 1992. AA/EOE.

The Chronicle: Your Window on Academe



UNIVERSITY OF WISCONSIN AT MADISON. PHOTOGRAPH BY JEFF BELL

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BULLETIN BOARD: Positions available

WOODBURY UNIVERSITY

Admission Positions

WOODBURY UNIVERSITY, an independent, non-profit, accredited university located on a 24-acre campus in the foothills of Burbank, California, offers the Bachelor of Architecture degree, Bachelor of Science degree in business and design programs, and the MFA degree. The student body numbers over 1,000 and is drawn primarily from high schools and community colleges in Southern California.

DIRECTOR OF ADMISSION

Responsibilities: Planning, implementation, administration, and evaluation of traditional undergraduate recruitment, marketing, and admission processes; development of policies and procedures; planning and production of direct mail and recruitment materials; identification and oversight of activities within markets; staff training and supervision.

Qualifications: Bachelor's degree required; master's desired. Minimum six years' direct admission experience with progression of responsibilities; knowledge of Southern California educational environment; excellent written and oral communication skills; understanding of components of market analysis and of recruitment activities related to transfer and international students; willingness to travel; team building and leadership ability.

COORDINATOR OF TRANSFER ADMISSION

Responsibilities: Planning and implementation of the transfer student recruitment program; evaluation of records and follow-up with applicants; compilation and distribution of articulation agreements with community colleges; some data base management and statistical analysis.

Qualifications: Bachelor's degree required; master's desired. Ability to initiate and manage detailed programs; to work as a self-starter and as member of a team effort; excellent interpersonal, written and oral communication skills; understanding of transfer function.

Preference will be given to applications received by June 30, 1992. Send letter of interest, resume, and three appropriate references to:

Human Resources Office
WOODBURY UNIVERSITY
7500 Glenhurst Boulevard
Burbank, CA 91510-7846

Woodbury University is an Affirmative Action,
Equal Opportunity Employer.

HEAD OF TECHNICAL SERVICES ESTHER RAUSHENBUSH LIBRARY

Sarah Lawrence College is a small, prestigious coeducational liberal arts college located in a convenient northern suburban area of New York City.

Reporting to the Librarian, the incumbent will have administrative responsibility for cataloging, acquisitions and serials. Other responsibilities include the maintenance of library databases and coordinating library automation projects; and developing policies and procedures for technical services. The technical services staff consists of 4.5 full time employees. A small amount of reference work will also be required.

Qualifications: Required are an MIA from an ALA-accredited library school, successful management experience in an automated technical services environment, familiarity with both Dewey and LC classifications, working knowledge of standards/procedures for OCLC, and proven interpersonal skills.

We provide excellent benefits and generous vacation policy. Application deadline: July 15, 1992. Position will be available September 1, 1992 or earlier.

Send resume, names of three (3) professional references and salary requirements to Personnel Office

Sarah Lawrence College
Bronxville, New York 10708
An equal opportunity employer

Library Head, Administrative Services. Supervise business and personnel office. Qualifications: Master's degree required, preferably in library science, business, or public administration. Relevant supervisory and managerial experience preferred. Salary: \$38,000-\$42,000. The University of Wisconsin at Madison is a public institution of higher learning. The library has a budget of \$1.7 million and 140 staff. Salary: \$38,000-\$42,000. Standard benefits. Application: Submit resume and names and phone numbers of three references to: Barbara J. Ford, Director, University Library Services, Virginia Commonwealth University, Box 2031, Richmond, Virginia 23284-2031. Review of applications will begin July 20, 1992, and continue until position is filled. Virginia Commonwealth University is an Equal Opportunity, Affirmative Action Employer. Women and minorities are particularly encouraged to apply. Complete job description and qualifications available upon request.

Library: The George Washington University. The George Washington University announces a search for Public Services Collection Development Librarian. Position: Public Services Collection Development Librarian. Appointment: Full-time, permanent. Salary: \$34,000-\$42,000. Location: Washington, D.C. 20057. The George Washington University is an equal opportunity, affirmative action employer. Women and minorities are particularly encouraged to apply. Send resume and names of three references to: Andrea Stewart, Executive Associate, The George Washington University, 2100 H Street, NW, Room 201, Washington, D.C. 20057. The George Washington University is an equal opportunity, affirmative action employer. Women and minorities are particularly encouraged to apply. Send resume and names of three references to: Andrea Stewart, Executive Associate, The George Washington University, 2100 H Street, NW, Room 201, Washington, D.C. 20057.

Library: Bibliographer/Instruction Coordinator. St. Mary's College of Maryland, St.

THE UNIVERSITY OF IOWA

Position Announcement

DIRECTOR OF THE SCHOOL OF ART & ART HISTORY

Description: The University of Iowa invites applications and nominations for the position of Director of the School of Art & Art History. The University was the first U.S. public university to admit men and women on an equal basis and the first institution of higher education in the nation to accept creative work in art, music, theater, and writing as bases for advanced degrees. The School has a full-time faculty of 38, plus 12 staff positions, and enrolls 550 undergraduates and 180 graduate majors in two major disciplines: art education, art history, and studio arts (ceramics, design, drawing, metalworking, multimedia, painting, photography, printmaking, and sculpture). It offers B.A., B.F.A., M.A., M.F.A., and Ph.D. degrees. An art library, containing 75,000 volumes, and a visual materials library, consisting of 250,000 slides, 80,000 photographs, and a videotape facility, are located in the main art building; the Museum of Art adjoins it.

Qualifications: Candidates should have an earned graduate degree in one of the disciplines offered in the School and demonstrate artistic and/or scholarly achievements appropriate for a distinguished appointment at the rank of full professor. They should be able to work collegially with a diverse faculty, and to be an effective advocate for art education, art history, and the studio arts to University administration as well as to outside constituencies. They should be knowledgeable about a broad spectrum of the visual arts, and committed to the value of making and studying art in an academic setting. University teaching experience is essential; administrative experience and fundraising ability are highly desirable.

Responsibilities: The successful candidate will administer the School with the assistance of area heads and the advice of a faculty council. He or she also will teach a class when deemed appropriate. The Director is responsible for preparation of the School's budget, for faculty recruitment and review procedures, and for creating an atmosphere in the School that is conducive to good teaching, and to the pursuit of artistic and scholarly activities. The Director reports primarily to the Dean of the College of Liberal Arts.

Date of Appointment: August, 1993 or as soon as possible thereafter.

Salary: Competitive, commensurate with qualifications and experience.

Applications and letters of nomination should be sent to:

Professor Marilyn Zumwalt, Chair
Director's Search Committee
School of Art & Art History
The University of Iowa
Iowa City, IA 52242

Letters of application should be accompanied by a curriculum vitae, names, addresses and phone numbers of five professionals qualified to write letters of recommendation, and slides and/or scholarly publications. We encourage nominations from the field; please include the nominee's complete address. Screening will begin June 15, 1992, and qualified candidates will be considered until an appointment is made.

THE UNIVERSITY OF IOWA IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER. WE ENCOURAGE APPLICATIONS AND NOMINATIONS OF WOMEN AND MINORITY CANDIDATES.

UNIVERSITY OF NEBRASKA-LINCOLN

Assistant Director of Student Involvement/ Student Leadership and Organization

Coordinate the research, development and implementation of leadership and student organization program. Provide leadership for a comprehensive student organization development program staff who provide service and support to over 315 student organizations. Assist in the training and development efforts of various areas in the office including consulting for University Program Council and New Student Orientation leader training programs. Also assist in the design and delivery of women's and ethnic minority leadership training programs.

Master's degree in student personnel, higher education, communication or related field and 2 years' experience in leadership training, organization advising and coordination, teaching and workshop facilitation required. Experience in grant writing preferred. Must demonstrate an active commitment to cultural diversity and must understand and practice a student development philosophy.

Submit letter of application, current resume, and three letters of reference by July 24, 1992 to:

Ms. Marilyn Hagonhagan
University of Nebraska-Lincoln
200 Nebraska Union
Lincoln, NE 68584-0458

AA/EOE

Assistant Director, Career Services

Career Services, a division of Educational Services, provides comprehensive services focusing on long range planning for the lifelong series of decisions which mold a career. We are looking for a professional who shares our philosophy.

Primary duties include career counseling, conducting group workshops, oversight of various programs, employer development, and residence hall outreach. Requirements include a master's degree in a related field and experience in career counseling, preferably at a liberal arts college. The position will begin August 10, 1992. Candidates should submit by July 10 a letter of application, resume, and names and contact information of three references to:



Personnel Services
Franklin and Marshall College
P. O. Box 3003
Lancaster, PA 17604-3003

An Affirmative Action, Equal Opportunity Employer

An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academe—

every week in The Chronicle.

Bucknell

Director of Annual Giving

Bucknell seeks an individual to assume responsibility for continuing growth of a highly successful program raising over \$3 million per year in current operating support. The program encompasses both unrestricted and restricted funds for athletics, engineering, and the arts. Aggressive personal solicitations for leadership gifts are combined with strong and well-managed reunion giving, phonathon, direct mail, senior gift drive and parents programs.

Responsibilities: Position reports to Director of Development and supervises four professionals and one support staff. Director participates in formulation of (1) fundraising strategies and policy for the overall advancement program; (2) solicitation strategies for all major prospects; and (3) long-range plans for role and operation of annual giving in comprehensive University fund drive to be launched publicly in 1996.

Qualifications: bachelor's degree and at least three years fundraising experience; strong abilities in oral and written communication; ability to persuasively represent the mission of private higher education; strong skills in organization, management, and leadership; ability to build, motivate and sustain effective teams of staff and volunteers. Extensive travel is required.

Located in Lewisburg, PA, a charming small community in the scenic Susquehanna Valley, Bucknell is a highly selective, private coeducational institution of 3550 students. Curriculum combines bachelor's programs in liberal arts, pre-professional engineering, management and education, and master's degree programs in selected disciplines.

Salary is commensurate with skills and experience. Send letter of application, resume and salary history to:

RPA, Inc.
P. O. Box 225
Bogies Mere, PA 17731
1-800-992-9277

Review of applications begins July 1. Applications will be accepted until the position is filled.

Bucknell University is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.

University of South Carolina - Columbia

Assistant Director of Admissions

The Assistant Director of Admissions manages the recruitment of undergraduate students for all colleges of the University of South Carolina-Columbia campus. Duties will include coordination of admissions for the prestigious South Carolina Honors College, managing a freshman scholarship program, supervising a professional level staff of admission counselors, participating in enrollment planning, representing the institution to the public, planning and implementing special visitation and off-campus student recruitment programs. A master's degree, preferably in Student Personnel Services or Higher Education, and a minimum of two years' college admissions experience are required. Salary will range from \$32,000 to \$42,000. Please send a letter of interest and resume to Tary Davis, Director of Admissions, University of South Carolina, Columbia, SC 29208 by July 6, 1992. USC is an Equal Employment Opportunity Employer.

Mary's College is a publicly supported liberal arts college (1,518 FTE) with no religious affiliation. It is located in beautiful Tidewater country seventy miles southwest of Washington, DC. The library is a beautiful new building with many views of the water. The library and the campus are highly automated, with a fully integrated catalog (Dyna) available campus-wide and a host array of CD-ROM titles. Some of the latter are currently being networked. The campus also has complete access to Internet. The position: The Bibliographic Instruction Coordinator works with the library and the library librarians to coordinate the use of library resources with classroom instruction. The college places a high priority on excellence in teaching and research, and the librarian works closely with the faculty and students to educate and assist them. The Coordinator assists in both mediated and end-user services, helps to organize bibliographic and other user aids, and shares in providing traditional reference desk assistance. The Coordinator will also serve as liaison with one of the four academic divisions and assist in collection development in the disciplines within the division served. Some evening and weekend service is required during term. Qualifications: A strong and energetic commitment to class-related bibliographic instruction and user service and the ability to create good working relationships with faculty, students, and colleagues. The successful candidate must be capable of continuing and solidifying an established bibliographic instruction program. Experience in an established bibliographic instruction program is highly desirable and a fully integrated catalog (Dyna) available campus-wide and a host array of CD-ROM titles. Some of the latter are currently being networked. 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Career Consultant Georgetown MBA Program



This year, the Georgetown MBA Program proudly celebrates its first decade. Fully accredited by the AACSB, the Program enrolls 320 full-time students from across the United States and from more than 25 different countries. Located in the heart of Washington, D.C., Georgetown University offers students and staff the opportunity to experience the rich political, business, and cultural environments that characterize our nation's capital.

As a result of its recent expansion, the Georgetown MBA Program has initiated a search for a Career Consultant. This full-time academic position reports to the Director of MBA Career Management at the Georgetown University School of Business Administration.

The Consultant will focus on consulting MBA students, both on an individual basis and in group settings. The Consultant will assist in the design and planning of workshops and seminars and will select and interpret self-assessment and other career testing instruments for students.

The Consultant will also assume many administrative responsibilities, including maintaining employer and student databases, strengthening the existing career resource library, assisting in the preparation of publications, developing surveys and compiling statistical reports, and participating in the design and implementation of policies, systems, and procedures. In addition, the Consultant will play an integral role in enhancing relationships with MBA students, employers, faculty, and alumni.

The position requires the proven ability to relate well to MBA students and to interact with employers. Prior experience working with MBA's or other professional-level candidates is preferred. A graduate degree (either an MBA or a degree in counseling and student personnel work) is desired. Experience in a University career planning and placement center or as a college relations coordinator would be helpful. Salary range is \$28,000-\$30,000, and a comprehensive benefit package is provided by the University.

To be considered for this position, please submit a resume and cover letter to:

Dr. Christopher Shinkman
Director, MBA Career Management
Georgetown University
School of Business Administration
105 Old North
Washington, D.C. 20057-1008
Applications must be received by June 28, 1992.

Georgetown University is an Affirmative Action, Equal Opportunity Employer.



Associate Director of Public Relations
Jacksonville University is seeking an experienced professional with demonstrated strong writing skills to work with other professionals in a small private college communications office. Send resume to Donald E. Ames, Vice President for Development, Jacksonville University, 2800 University Blvd. N., Jacksonville, Florida 32211.

Library Head, Original Cataloging Section
Pennsylvania State University, University Park Campus. The Penn State University Libraries invites applications for the position of Head, Original Cataloging Section. Primary responsibilities: Provide leadership, direction and training for four full-time and eight part-time cataloging librarians, some of whom have advisory responsibilities; maintain a high-level working knowledge of national and international standards for cataloging and classification as applied for all bibliographic forms; determine quality control measures and work within the framework of continuous quality improvement with the Chief, Cataloging Department and other sections in the department. Qualifications: ALA-accredited and MLS required. Requires at least 5 years of original cataloging experience; working knowledge of at least two foreign languages; team approach to decision-making in establishing cataloging policy and procedures; effective extant cataloging experience in a local system environment; experience in the writing of local documentation. The successful candidate will also have (high-level) applied knowledge of AACR2rev, LC Classification and Subject Headings, OCLC, and be able to use a variety of computer programs, preferably all MARC formats, and a bibliographic utility, preferably OCLC. An additional advanced degree is preferred, but is not required. Potential for promotion and tenure will be considered. Salary and benefits are dependent on qualifications. Excellent fringe benefits. To apply, send letter, resume, and references to: Nancy Shabazz, Manager, Libraries Human Resources, Box HC-CHS, 24 Pattee Library, Penn State University, University Park, Pennsylvania 16802. Review of applications will begin August 31, with preliminary interview possible at ALA Annual in San Francisco. An Affirmative Action, Equal Opportunity Employer. Women and minorities encouraged to apply.

Library/Instructional Technology
Wayne State University, Assistant Director, Media Library and Computer Laboratory. Manages the Media Library and Library Information Literacy Program. Responsible for Center for Bibliographic Instruction; develops programs for instructional technology, bibliographic instruction, and computer literacy; and manages Media Library and Library Information Literacy Programs. Master's degree from an ALA-accredited library school or in instructional technology; minimum of three years of professional managerial experience in an academic library setting. Salary: \$32,360-\$37,832 (based on education and experience). Forward resume (include names and addresses of three references to position #701), Personnel Office, Wayne State University, Detroit, Michigan 48202. Position will remain open until a suitable candidate is found. Wayne State University is an Equal Opportunity, Affirmative Action Employer.

Library/Law Robbins Collection Senior Reference/Collection Development Librarian
Under the general supervision of the Director of the Robbins Collection, responsible for the reference service to students, faculty, visiting scholars, and the general public. Develops and coordinates the Robbins Collection and its related services. Works closely with the Director in regard to Collection development and related matters. Other duties include book selection, preparation of bibliographies, and bibliographic instruction. Must deal with queries and concerns of students, faculty, visiting scholars, and the public. Must be able to communicate and coordinate effectively with the Director of the Robbins Collection and members of the Board of Trustees. Requirements: M.S. and J.D. degrees (or European equivalent) from accredited schools.



DIRECTOR OF STUDENT ACTIVITIES Presbyterian College

Presbyterian College, a selective, private, coeducational liberal arts college, invites applications for the position of Director of Student Activities. Founded in 1880, Presbyterian College today enrolls more than 1150 students—52% men and 48% women—and 90% of whom live on campus.

The successful candidate will provide energetic leadership, creativity and administrative skills for the Office of Student Activities. Specific duties include: advising the Student Union Board and activities; mutual program; student union building management; and special summer orientation activities. The Director of Student Activities is one of five primary student affairs administrators who report directly to the Dean of Student (CSAO). The Director of Student Activities supervises an Assistant Director, clerical support personnel, and student staff. Qualifications for this position include a master's degree in Student Personnel Services, Higher Education, or related area; a thorough knowledge of Student Development theory and application; a minimum of two years' experience in student affairs or activities; and a willingness to work as a team member with other student affairs officers. The Director of Student Activities must also have a genuine desire to work with students and respond to their needs.

Salary commensurate with experience. Position to be filled on or before August 15, 1992.

Applications which include a letter of interest, resume, and the names, addresses and phone numbers of three professional references should be sent to:

Mr. Joseph O. Nason, Dean of Students
Presbyterian College
Clinton, South Carolina 29325

Deadline for applications to be received: July 10, 1992.

DIRECTOR OF CAREER COUNSELING Ferrum College

Ferrum College is a United Methodist Church related, comprehensive, co-ed, four-year college of 1,200 students located 35 miles south of Roanoke, Virginia.

Duties of the Director include planning, implementing, and evaluating career planning and placement programs, career assessment testing, development of a resource library, development of on-campus and off-campus recruitment and placement programs, and maintenance of appropriate student and alumni files. Reports to the Vice President for Student Affairs.

MINIMUM QUALIFICATIONS: Master's Degree and experience in career services.

Position available no later than August 1, 1992. Salary and benefits competitive. Send letter of application, resume, and three letters of reference by July 8, 1992, to Mrs. Freeda Watson, Coordinator of Personnel Services, Ferrum College, Ferrum, VA 24088, EOE.

Ferrum College encourages applications from women and members of minority groups.

Coordinator of Reference Services

Coordinator of Reference Services and Assistant/Associate Professor. Responsible for coordination of Reference Desk and other reference services; participation in Reference Desk service; bibliographic instruction; library guide preparation; online database searching; reference collection development; and liaison with academic departments. Requirements: ALA-accredited M.S. or second Master's or other advanced degree in a subject discipline; experience in reference, library instruction, and database searching; demonstrated successful supervisory/managerial and leadership experience. Salary: \$38,887-\$52,059 for academic year and summer. Salary increases February 1993. Liberal fringe benefits. Submit letter of application, curriculum vitae, and names, addresses and telephone numbers of three professional references to: Charles L. Lumpkins, Chairperson, Search and Screen Committee, Harvey A. Anderson Library, Bloomsburg University, Bloomsburg, PA 17815. Applications will be reviewed beginning July 27 and continue until position is filled.

Bloomsburg University is an Affirmative Action, Equal Opportunity Employer. Blacks, Hispanics, women, and all other protected class members are especially encouraged to apply.



Coverage of breaking news that affects higher education — from state capitals, academic conferences, and campuses throughout the country and the world — every week in The Chronicle.



300 The Fenway, Boston, MA 02115-5898

ASSISTANT DIRECTOR OF STUDENT ACTIVITIES: Reports to the Director and has primary responsibility for all campus programs and activities with the exception of student government, new student orientation, student government, leadership training, residence hall activities, and other campus programs. The Assistant Director of Student Activities is responsible for the development and implementation of the Student Union Board and activities; mutual program; student union building management; and special summer orientation activities. The Assistant Director of Student Activities is one of five primary student affairs administrators who report directly to the Dean of Student (CSAO). The Assistant Director of Student Activities supervises an Assistant Director, clerical support personnel, and student staff. Qualifications for this position include a master's degree in Student Personnel Services, Higher Education, or related area; a thorough knowledge of Student Development theory and application; a minimum of two years' experience in student affairs or activities; and a willingness to work as a team member with other student affairs officers. The Assistant Director of Student Activities must also have a genuine desire to work with students and respond to their needs.

Salary commensurate with experience. Position to be filled on or before August 15, 1992.

Applications which include a letter of interest, resume, and the names, addresses and phone numbers of three professional references should be sent to:

Mr. Joseph O. Nason, Dean of Students
Presbyterian College
Clinton, South Carolina 29325

Deadline for applications to be received: July 10, 1992.

CAREER COUNSELOR: Will be primarily responsible for counseling career development students regarding aspects of employment and career decision making, assist with offering and designing workshops on job hunting, resume writing, interviewing, etc., maintain a database of information on employers. Qualifications: Master's Degree in a related area or 25 years of relevant experience in career counseling and development. Send letter and resume to Deborah Wright, Dean of Admissions, June 22nd. Starting date: August 3, 1992.

As an affirmative action employer, Simmons College encourages applications from women and members of minority groups.

DIRECTOR OF CAREER SERVICES

Washington University School of Law seeks a Director of Career Services to be responsible for the development and management of programs and activities that facilitate the career planning and management of law students and promote the School of Law and its students to potential employers. The Director reports to the Assistant Dean for Student Affairs and is responsible for management of Career Services Office, career counseling of law students, identification and development of potential legal and non-legal placement opportunities for law students, and development and implementation of programming for law students.

Candidates must have strong administrative, management, and marketing skills. The position requires strong interpersonal skills, verbal and written communication skills, and the ability to establish and maintain excellent relations with faculty, staff, students, alumni, and employers. A J.D. or a master's degree is preferred. Experience in career counseling, legal recruitment and/or placement or related administrative or marketing experience is required.

Applications will be accepted until the position is filled. Submit resumes to: Personnel Office, Washington University, Campus Box 1184, One Brookings Drive, St. Louis, MO 63130.

Washington University is an equal opportunity, affirmative action employer. Employment eligibility verification required upon hire.

As well as three years' experience in a law library environment. Knowledge of the law library system and research materials and databases are desired. Knowledge of legal research languages and Latin is very desirable. Familiarity with personal computers and CD-ROM equipment is essential. Must have knowledge of communication systems such as Bitnet. Must be able to deal effectively with the public, visiting scholars, and students. Must have a variety of responsibilities. Excellent interpersonal and communication skills, initiative, and a strong sense of responsibility are required. Salary range: \$38,496 to \$47,124, depending on academic background, experience, and specific qualifications. Send resume by mail to: Lauren Mayall, Robbins Collection, Book Hall, University of California, Berkeley, California 94720.

Marketing Lecturer, North Carolina State University, beginning Fall, 1992. Applicants must have no earned doctoral degree and no business education. Experience in business education. Other duties include assisting the Department of Marketing in Higher Education and Administration. University of Mississippi is an Equal Opportunity, Affirmative Action Employer. Blacks, Hispanics, women, and all other protected class members are especially encouraged to apply.

Marketing: Stan M. Walton Professorship in Marketing, College of Business and Administration, University of Mississippi. Applications and nominations should be sent to: Stan M. Walton, Director of the University of Mississippi Marketing Center, Box 1800, University of Mississippi, Oxford, MS 38677. Salary commensurate with experience. Send application letter, vita, names, addresses and telephone numbers of at least three references to: Dr. William A. Nevison, Chair, Department of Marketing, University of Mississippi, University of Mississippi, Oxford, MS 38677. Review of applications begins July 29, 1992. Search will continue until position is filled. Starting date of August 15, 1992.

Mathematics: Community College, immediate temporary position. Position is a full-time position. Send application letter, vita, names, addresses and telephone numbers of at least three references to: Dr. William A. Nevison, Chair, Department of Mathematics, Community College, 1155 S. Main Street, P.O. Box 1000, Oxford, MS 38677. Review of applications begins July 29, 1992. Search will continue until position is filled. Starting date of August 15, 1992.

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Assistant Director of Admission GUILFORD COLLEGE

Guilford College announces an opening for an Assistant Director of Admission and invites interested individuals to join an experienced team of five professional admission officers responsible for the comprehensive student recruitment program.

This individual will be responsible for the following:

Recruitment territory covering the southeastern United States: Florida, Georgia, South Carolina, Tennessee, and a portion of North Carolina. In this capacity, s/he will be expected to work with prospects, parents, applicants, secondary school counselors, and alumni/parent volunteers. Approximately six to eight weeks of travel annually.

Coordination of the recruitment of Native American students, principally from western and North Carolina. Will also assist with on-campus programming for these students.

Qualified applicants must have a minimum of a baccalaureate degree and two to three years' experience as Admission Counselor or Assistant Director of Admission. Must also have strong communication, organizational, and interpersonal skills. Preference given to individuals with computer usage and quantitative data analysis skills.

Salary commensurate with experience. Excellent fringe benefit package. Deadline to be made on or before July 14, 1992.

Send cover letter and resume plus list of three references to:

Guilford College
Human Resources Office
5800 W. Friendly Avenue
Greensboro, NC 27410

Deadline for receipt of resumes is July 10, 1992.

Guilford College is a private, Quaker affiliated liberal arts college of approximately 1,600 students located on a beautiful 300 acre campus in suburban Greensboro, North Carolina.

Guilford College is an EEO/Affirmative Action Employer.

Director of Records

The Director is responsible for all aspects of management of the Graduate Records Office. The interpretation of Graduate and University legislation regarding student status, degree requirements, etc.; the maintenance, accuracy and security of the permanent records of all students enrolled in the Graduate School and with monitoring and verifying their status; the coordination of the satisfaction of requirements of the specific advanced degree programs; the distribution of information regarding fields of study and programs available in the Graduate School to faculty and students; and coordination with other offices in the development of the Graduate School Information System; and supervision of a permanent staff of four (Degree Coordinator, the Information Receptionist and two Records Assistants). Requirements: Bachelor's degree required, graduate degree preferred. Three to five years of related experience. It is essential that the Director be knowledgeable on all aspects of graduate programs, and be able to interact with sensitivity to students and faculty. The Director must have experience with academic administrative databases, both on-line and off-line, and must be able to serve as responsible department systems administrator. The Director must be flexible and innovative in developing solutions for particular problems, and be capable of designing procedures to improve efficiency and effectiveness of the Graduate Records Office. Send cover letter and resume to Angela Messner, 100 Sage Graduate Center, Cornell University, Ithaca, NY 14853. Application deadline is July 27, 1992.



Affirmative Action/Equal Opportunity Employer

Bethel College McKenzie, Tennessee

ADMISSIONS/FINANCIAL AID
Bethel College, a small, 1501 year old Presbyterian college in West Tennessee, seeks a dynamic, can-do person to serve as Assistant to the President for Admissions and Financial Aid.

Must run a program to recruit 200-250 new students per year with assistance of 5-member admissions staff and 2-member financial aid staff.

Master's preferred, Bachelor's required. Must have 4-6 years of effective admissions experience and must demonstrate ability to manage a small college admissions program. Report directly to the President and sit on a number of college committees.

Applications received through July 11, 1992. Please send resume and references to:

Bill Elms, President
Bethel College
214 Clarity Street • McKenzie, TN 38561

Bethel College is an equal opportunity employer.

Letter of application or Professor Kenneth R. Byers, College of Business and Public Administration, Department of Marketing, 214 Clarity Street, McKenzie, Tennessee 38561. The University of Mississippi is an Equal Opportunity, Affirmative Action Employer, and minorities are encouraged to apply.

Mathematics: Community College, immediate temporary position. Position is a full-time position. Send application letter, vita, names, addresses and telephone numbers of at least three references to: Dr. William A. Nevison, Chair, Department of Mathematics, Community College, 1155 S. Main Street, P.O. Box 1000, Oxford, MS 38677. Review of applications begins July 29, 1992. Search will continue until position is filled. Starting date of August 15, 1992.

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UNIVERSITY OF SCRANTON HARRY & JEANETTE WEINBERG MEMORIAL LIBRARY Public Services Librarian (Evening) Tenure-track Position

The University of Scranton seeks a public services oriented librarian to join its Reference Staff. Responsibilities include participating in full range of Reference services; staffing the Reference desk, online database searching, collection development, verifying ILL requests, and compiling subject bibliographies and guides; supervising Library services and staff during evening and weekend hours; providing bibliographic instruction; and instructing users in the strategies and techniques of database searching.

Qualifications: ALA-accredited MLS and library experience. Knowledge of Reference sources and techniques; database searching techniques; familiarity with end-user searching and CD-ROM databases. Strong supervisory, interpersonal, and oral/written skills. Business, science, or law library experience preferred. Second subject area Master's preferred.

Twelve-month faculty appointment as instructor, tenure-track. Hours: Sunday-Thursday, 2-10 p.m. Salary: \$25,000. Position reports to the Assistant Director for Public Services/Collection Development.

The University of Scranton is a comprehensive coeducational university in the Jesuit tradition with a strong commitment to the liberal arts and sciences. The library will move into a new 80,000 sq. ft. building in June, 1992. The new facility is equipped with state-of-the-art technology and is connected to a campus network.

The search will remain open until the position is filled. Applications: Interested candidates should submit a letter of application, list of 3 references for contact, and current vita to: Charles E. Kratz, Library Director, Harry & Jeanette Weinberg Memorial Library, Scranton, PA 18510-4700. Review of applications will begin on July 6, 1992.

The University of Scranton is an AA/EEO employer/educator.



AREA COORDINATOR For Residence Life Division West Virginia University

The Department of Housing & Residence Life at West Virginia University, a land grant institution serving 20,000 students, seeks applications for the position of Area Coordinator.

This position is a twelve-month administrative staff appointment under the supervision of the Assistant Director for Residence Life. Responsibilities include: development and implementation of the student personnel program within four residence halls of approximately 1,350 students; selection, training, supervision and evaluation of 4 graduate Resident Directors, 2 graduate assistants, 51 Resident Assistants and 2 clerical support staff; coordination of system-wide staff selection and training process; counseling, discipline, management of office and personnel files; responsible for staff development program, assist in the development of program goals, objectives, policies and revisions of all publications.

Qualifications include Master's degree in Student Personnel or related field and/or three years' full-time experience in Student Personnel including residence hall experience.

Twelve-month, full-time position available immediately. Salary and benefits competitive.

Send resume by June 30, 1992 to: Department of Human Resources, Kinross Hall, West Virginia University, P.O. Box 88, Morgantown, WV 26506.

An Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

DIRECTOR OF DEVELOPMENT University of Illinois Foundation

The University of Illinois at Urbana-Champaign has an immediate opening for a full-time Director of Development who will be one of several reporting to the Associate Chancellor for Development/Deputy Director of the Foundation. The Director of Development is responsible for evaluating, cultivating, and soliciting major donors on behalf of the University. This person will reside on the Urbana-Champaign campus, but will spend at least 50% of his/her work assignments traveling on behalf of the University. Candidates should have three years' post-graduate experience working with donors at a university, health organization or other not-for-profit corporation. Bachelor's degree required; Master's degree preferred. Salary will reflect the experience of the candidate. In order to ensure full consideration, applications must be received by July 18, 1992. Send resume and references to: Office of the Associate Chancellor for Development, University of Illinois at Urbana-Champaign, Swansland Administration Building, 601 East John Street, Champaign, Illinois 61820; attention: David W. Olsen, (217) 244-1206. The University of Illinois is an Affirmative Action, Equal Opportunity Employer.



An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academe —

every week in The Chronicle.

ASSISTANT DIRECTOR, BOARD OPERATIONS

The Assistant Director, Board Operations reports to the Director of Food Service with direct line management responsibility for the food service locations, logistical support services within the Board Operations, and financial reporting and accountability. In addition, the individual will manage cash operations, bakery, storeroom and laundry units. Seeking a results-oriented professional with proven leadership and motivational skills in manage a staff of 4 professional and 43 non-exempt. As a member of the senior management team, will participate in long-range planning for the food service board operations and will be expected to assist managers in the quality management of their operations and development of their entrepreneurial skills.

B.S. degree in Hotel Restaurant Management with a minimum of seven years' progressive management experience in all phases of food service operations, preferably in a large volume production environment. Candidate must exhibit strong interpersonal skills, both oral and written, and have demonstrated problem-solving ability, and a strong commitment to service.

Reporting to the Assistant Director, Board Operations, the production manager is responsible for all areas of food production within dining facility and provides leadership, direction and supervision to the Dining Room Managers, chef, cooks, student workers and non-exempt employees. Is responsible for all personnel staffing, training, scheduling and evaluations. Will develop and implement recipes and menus, and will complete all computerized records for the production inventory system.

Bachelor's degree in Food Service Management or related field with at least five years' experience in food production in a large volume production environment. Culinary experience desirable.

Dining Room Manager

Reporting to the Production Manager of Kimball Food Service, Dining Room Manager supervises meal production, service and sanitation. Will be responsible for training, scheduling and supervision of non-exempt and student employees, their performance evaluation and employment. Will complete and maintain cash reconciliation and production records.

Degree in Hotel Restaurant Management or equivalent experience.

Interested and qualified applicants should send a letter of application, resume and the names and telephone numbers of three references to: Personnel Department, College of the Holy Cross, 1 College Street, Worcester, MA 01610-2305. Deadline for applications: July 6, 1992. An Equal Opportunity Employer. Women and minority candidates are encouraged to apply.

COLLEGE OF THE HOLY CROSS



WASHINGTON AND LEE UNIVERSITY

ASSISTANT DIRECTOR OF DEVELOPMENT FOR INFORMATION SERVICES

University Development office seeks versatile professional to serve as primary analyst of computer-related records and to provide a broad array of informational and administrative support in the development area. The Assistant Director serves as liaison to computer staff and to other University Relations offices in establishing priorities for computer programming and policies for maintaining and retrieving records on alumni and others. Additional specific responsibilities include design and production of custom reports; preparation of annual report of gifts; coordinating Faculty Webinars; training staff in computer use; management of capital gift recording and acknowledgment; projects, database maintenance, and ongoing review of systems and procedures. This person supervises a Data Entry Operator and reports to the Executive Director of Development. This position requires a bachelor's degree or equivalent professional experience; skill with computer-based systems for information management; strong organizational skills; the ability to interact and communicate effectively; working knowledge of alumni activities, public relations, and development programs; discretion and trustworthiness with highly confidential information. Position available August 1, 1992. Send letter of interest and current resume to:

Robert W. Fox, Director
Office of Personnel Services
Washington and Lee University
Lexington, Virginia 24450

An Equal Opportunity Employer

teaching experience preferred. Responsibilities include teaching 15 hours per semester, academic advising, and continued professional development. Send letter of application, resume, three letters of reference and transcripts to: Office of Academic Affairs, Community College Search, Western Kentucky University, 1525 Russellville Road, Bowling Green, Kentucky 42101-3376. Women and minorities encouraged to apply. Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

Mathematics: Temporary teaching position. Duties include teaching approximately 12 hours undergraduate mathematics each semester and supervising the usual departmental and university service activities. Send letter of application, resume, three letters of reference and transcripts to: Office of Academic Affairs, Community College Search, Western Kentucky University, 1525 Russellville Road, Bowling Green, Kentucky 42101-3376. Women and minorities encouraged to apply. Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

Mathematics: Temporary teaching position. Duties include teaching approximately 12 hours undergraduate mathematics each semester and supervising the usual departmental and university service activities. Send letter of application, resume, three letters of reference and transcripts to: Office of Academic Affairs, Community College Search, Western Kentucky University, 1525 Russellville Road, Bowling Green, Kentucky 42101-3376. Women and minorities encouraged to apply. Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

Mathematics: Temporary teaching position. Duties include teaching approximately 12 hours undergraduate mathematics each semester and supervising the usual departmental and university service

WAKE FOREST
UNIVERSITYDirector
Intercollegiate Athletics

Wake Forest University, located in Winston-Salem, North Carolina, is a private 158-year-old liberal arts university with approximately 5,300 students and 800 faculty in six schools (including the Bowman Gray School of Medicine).

The University invites nominations and applications for the position of Director of Athletics. The Director reports to the President of the University and administers the intercollegiate athletics program consisting of 16 sports for women and men and a permanent full-time staff of 100. The University is a member of Division I-A of the NCAA and of the Atlantic Coast Conference.

The Director provides leadership for the accomplishing of goals of the athletic program and contributes significantly to the realization of the goals of the University as a whole. The Director is accountable for supervision of the personnel of the athletic department, including securing and managing fiscal resources, selecting coaches and other personnel, scheduling and negotiating contracts, promoting the programs of the department, communicating with and through the media, overseeing and developing facilities, and working with alumni and other support groups.

Candidates must possess a Bachelor's degree as a minimum, with further study preferred. Successful administrative experience is preferred, along with evidence of personal and professional integrity, commitment to NCAA rules compliance, and support of academic and affirmative action goals.

The position offers a competitive salary and benefits. The individual selected for this position will be expected to join the University as soon as feasible.

Applications and nominations, accompanied by résumé, will be reviewed beginning immediately. They should be received by July 15, 1992.

Correspondence should be addressed to:

Edwin G. Wilson
Chair, Search Committee
Wake Forest University
Box 7269 Reynolds Station
Winston-Salem, North Carolina 27109

Wake Forest University is an Affirmative Action, Equal Opportunity Employer.

Director of Executive Education

The S.C. Johnson Graduate School of Management is accepting applications for a position responsible for building and maintaining client relations, marketing existing executive education programs, and developing new, open enrollment and single-organization programs aimed at upper-middle and senior managers worldwide. An advanced degree is preferred. Experience involving the design, delivery and marketing of substantial use of executive programs is required. Extensive travel is required. For consideration, send a letter and résumé to Alan G. Meritt, Dean of the S.C. Johnson Graduate School of Management, or Professor L. Joseph Thomas, 319 Malott Hall, Cornell University, Ithaca, NY 14853-4201.

CORNELL
UNIVERSITY

Affirmative Action/Equal Opportunity Employer

SELMA UNIVERSITY
Director of Fund Raising
and Alumni Affairs

Selma University invites application for the position of Director of Fund Raising and Alumni Affairs. This person will be the principal fund raiser and alumni affairs person.

The successful candidate will provide leadership in the expanded and multi-base external fund raising program which includes alumni and church relations, annual fund, corporate and foundation support, planned giving, church support and developing a viable endowment.

Minimum qualifications are a bachelor's degree, master's degree preferred, 2 to 5 years' experience in institutional development and fund raising at a four-year college. Must be capable to work with a small black church related institution. Must have record of initiating and managing various fund raising operations. Salary depends on qualifications. Position available in September 1, 1992.

Selma University is a small HBCU, four-year liberal arts college supported by the Alabama State Missionary Baptist Convention, Inc. Send a letter of application with a vita, three references in the areas of experience, and other documents before July 8, to: Dr. B. W. Dawson, President, Selma University, 1501 Lapsley Street, Selma, AL 36701.

Neuroscience Instructor, Job Order #6087630. Duties will include: supervising laboratory and classroom instruction of mechanism of drugs of abuse and neuropharmacology. These experiments include measuring effects of neurotransmitters and formation of intercellular second messengers in brain tissue. Statistical analysis and presentation of manuscript is required. Advantages are beginning graduate students. Three years' experience in neuroscience and neuropharmacology and neuroscience courses. Minimum requirements for job are a Ph.D. in Biology or Physiology. Apply at Texas Employment Commission, Houston or send résumé and letter of inquiry and curriculum vitae to Mary Mason, M.N., Recruitment Specialist, FRC Building, Austin, Texas 78785, Job Order #6087630. Advertisement paid by an Equal Employment Opportunity Employer.

Nursing Associate Degree Nursing Program, Faculty Positions, Carolina Medical Center Campus, Charlotte, North Carolina. Our School of Nursing is accepting applications for Full-Time Academic Year Positions in all clinical areas. Responsibilities include: curriculum development, teaching in classroom, laboratory and clinical areas, as well as participation in committee activities. Successful candidates include: North Carolina R.N. licensure, M.S.N., and two years' clinical experience. Two years' clinical experience. Send letter of inquiry and curriculum vitae to Mary Mason, M.N., Recruitment Specialist, FRC Building, Austin, Texas 78785, Job Order #6087630. Advertisement paid by an Equal Employment Opportunity Employer.

DIRECTOR OF ADMISSION

Southern Methodist University invites applications and nominations for the position of Director of Admission.

Candidates must be familiar with the mission of a selective private university that recruits nationally and internationally. Candidates should have proven recruiting and admission experience. The Director will oversee the undergraduate recruitment efforts of the University including strategic planning and oversight of an office of twenty-five.

Salary competitive and commensurate with experience. Screening of applicants and nominees will begin immediately. Resumes will be accepted through July 15, 1992.

Applications, nominations, and inquiries should be directed to:

July J. Mohraz, Associate Provost
209 Perkins Administration Building
Southern Methodist University
Dallas, TX 75275



Minorities and women are encouraged to apply.

SOUTHERN METHODIST UNIVERSITY

Affirmative Action, Equal Opportunity Employer.

Director of
Information Technology Services

Texas College of Osteopathic Medicine, a state medical school located in Fort Worth, Texas, is seeking a Director of Information Technology Services to provide leadership for college-wide computing and communications development and to direct its staff of computing professionals. Responsibilities: Recommends college-wide computing and communications strategies and associated software and hardware specifications to the administration. Provides direct supervision for professional computing staff. Directly responsible for technical implementation of computer systems and for assessment of operations throughout the academic, fiscal and administrative systems of the College. Qualifications: Candidates must have a minimum of five years' experience in managing computing resources and communications services, preferably in an educational or medical environment having both central and decentralized resources. Advanced technical expertise in computing, communications and related technologies is required as well. Interpersonal skills and the ability to work with the diverse academic community are essential. A bachelor's degree is required. Advanced academic credentials are highly desirable. Greatest weight will be given to the quantity and quality of a candidate's experience in computer services and communication management. Salary is competitive and commensurate with qualifications and experience. Send a written application, including curriculum vitae and the names of three references to: Texas College of Osteopathic Medicine, Human Resource Services, 3500 Camp Bowie Blvd., Fort Worth, Texas 76107. T.C.O.M. is an Equal Opportunity, Affirmative Action Employer.

DIRECTOR OF ENVIRONMENTAL SAFETY
AND HEALTHLSU Medical Center - New Orleans
ANTICIPATED VACANCY

This is a position with significant managerial responsibility to coordinate and direct all facets of the safety programs of the LSU Medical Center—New Orleans including occupational, fire, radiation/nuclear, biohazards, hazardous waste disposal, environmental conditions, etc.

Minimal Acceptable Qualifications: Undergraduate or graduate work in engineering, science, safety or health. Master's degree in an appropriate field, terminal degree also acceptable. Three years' general and three years' specialized experience in the Occupational Safety field with significant administrative/managerial experience, preferably in an Academic Health Sciences Center.

Submit applications with résumé and three references by July 10, 1992 to:

Vice Chancellor Institutional Services
LSU Medical Center
433 Doliver Street
New Orleans, Louisiana 70112

LSU Medical Center is an EEO/AA Employer.



The most extensive listing anywhere of jobs available in higher education —
every week in The Chronicle.

SEARCH REOPENED

Manager of Advanced Technology

Within the office of Computing and Information Technology, Advanced Technology investigates and tracks emerging technologies for the university community. This position, on the Professional Technical Staff, calls for a technically-oriented working manager of a small group, reporting to the Director for Advanced Technology and Applications. Proven ability to grasp new technologies, assess their importance, and disseminate findings is essential. In-depth understanding of the latest computing technologies including, but not limited to, computer architectures (Intel PC, Macintosh, Sun/SPARC, SGI MIPS, NeXT), operating systems (DOS, Macintosh OS, OS/2, Unix, NT), user interfaces (DOS/Windows, Macintosh/Sysplex, 7, OS/2 Presentation Manager, NeXTStep, OpenWindows, Motif), programming environments (procedural as well as object-oriented), networks (Ethernet, AppleTalk, TCP/IP, Novell/NetWare), and applications (word processing, spread sheet, desktop publishing, multi-media, graphics, client/server databases, communications) is required. Candidate should have a strong technical background including solid programming experience and demonstrated analytic skills in dealing with technical issues in a university environment. Bachelor's degree a minimum requirement, but master's or beyond in mathematics, sciences, or engineering is preferred. Princeton University is an Equal Opportunity Employer and encourages applications from women and minority candidates. Applicants should send their résumés to Bruce Finkle, Director of Administrative Services, Computing and Information Technology, Princeton University, 87 Prospect Ave., Princeton, NJ 08544, Fax: 609-258-3343, e-mail: FINNIE@PUCC.



Princeton University

Princeton, New Jersey 08544

An Equal Opportunity/Affirmative Action Employer m/f



Pima Community College

TUSCON, ARIZONA,

the nation's seventh-largest multi-campus community college, is accepting applications for the following administrative position:
DIRECTOR, PROFESSIONAL DEVELOPMENT AND EVALUATION
Starting Salary: \$44,143 (Open until filled)

Plans, direct, evaluates and reviews the activities and operations of the district's professional development, employee evaluation, and employee relations programs; coordinates assigned activities with other college departments, campuses, and outside agencies; and provides highly responsible and complex administrative support to the Assistant Vice Chancellor for Human Resources.

FOR AN APPLICATION AND COMPLETE JOB ANNOUNCEMENT, INCLUDING QUALIFICATION REQUIREMENTS, CALL OR WRITE:

PIMA COUNTY COMMUNITY COLLEGE DISTRICT
Employment/Human Resources, P.O. Box 2010, Tucson, AZ 85702-3010
(602) 884-6624; fax: (602) 884-6290

PIMA COMMUNITY COLLEGE IS COMMITTED TO MULTICULTURAL DIVERSITY AND IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. WOMEN, MINORITIES, AND OTHER PROTECTED CLASSES ARE ENCOURAGED TO APPLY.

Pima Community College will be closed on Fridays from May 22, 1992 through August 7, 1992.



DIRECTOR OF PUBLICATIONS

Jacksonville University is seeking an experienced professional with demonstrated background in creation, design, and production of print advertising and promotional pieces to work with other professionals in a small private college communications office. Send résumé to Donald E. Ames, Vice President for Development, Jacksonville University, 2800 University Blvd. N., Jacksonville, Florida 32211.

Office Box 32861, Charlotte, North Carolina 28226, or call 1-800-541-4154 or local 706-355-2664.

Nursing Faculty for Fall 1993. The University of Texas at Austin is seeking a nursing faculty member for Fall 1993. The University of Texas at Austin is an Equal Opportunity Employer.

Nursing Assistant/Associate Professor. Two-year position with potential for advancement. The University of Texas at Austin is seeking a nursing assistant/associate professor for Fall 1993. The University of Texas at Austin is an Equal Opportunity Employer.

EMORY

Director of Development for the Arts
Office of Institutional Advancement

Emory University seeks applications and nominations for the newly-formed position of Director of Development for the Arts. The director will assume major responsibility for a fund-raising campaign to construct and operate a performing arts center on the Emory campus, as well as assist in the identification and solicitation of prospective programs and special exhibitions of the Michael C. Carter Museum, and the support of theater, film, studies, music, dance, and the visual arts at Emory.

Emory's Center for the Arts is being designed by Peter Eisenman, whose architectural style and vision have drawn world-wide attention. When completed in early 1996, the 110,000 square foot facility will house Emory's outstanding programs in music, theater, film studies, and dance. The Michael C. Carter Museum of Emory University is currently building a 35,000 square foot expansion, designed by the renowned architect, Michael Graves, and scheduled to open in May 1993. The expanded facility will house the Museum's permanent collections of classical, Egyptian, Near Eastern, and Ancient American art, as well as temporary exhibitions ranging from ancient to contemporary art.

Emory's 1996 Arts Initiative will place the University at the forefront of the 1996 Cultural Olympiad in Atlanta. This position thus offers a unique opportunity for an experienced and innovative professional fund raiser. The director will be a member of Emory's Division of Institutional Advancement and will report to both the Associate Vice President for Development and the Director of the 1996 Arts Initiative. Preference will be given to candidates who have successfully led major gift campaigns for performing arts centers or museums. Candidates must have a bachelor's degree.

Review of applications and nominations will begin on July 13, 1992, and will continue until the position is filled. The position will be available on September 1, 1992. Interested candidates should submit a résumé and cover letter to:

Robert D. Hollback
Associate Vice President for University Development
Emory University
209 Administration Building
Atlanta, GA 30322

Emory University is an EEO/AA Employer.

ITHACA
COLLEGE

ASSISTANT REGISTRAR

The Registrar's Office at Ithaca College invites applications for a full-time Assistant Registrar. Bachelor's degree is required. Successful supervisory experience and demonstrated excellent organizational and interpersonal skills are also required. Applicants must be able to demonstrate a successful ability to work effectively with faculty, administrative staff, and students. Understanding of and experience in an academic setting is highly desirable. Applications must be received by July 15, 1992. Send résumé and letter of interest to the Registrar, Ithaca College, Ithaca, New York 14850. Position starts September 1, 1992 but starting date is negotiable. Salary is competitive.

Ithaca College is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

Associate Director of
Special Gifts and Projects
WEBSTER UNIVERSITY

The Associate Director of Special Gifts and Projects will be responsible for expanding the number of donors and the size of gifts of inventory with Webster University. This individual will solicit potential and existing donors, plan and manage giving club events, organize and implement special events, work with volunteers, and create and edit written development communication materials.

Qualifications include a Bachelor's degree; 3 years' experience in educational fund raising/development with a track record of the recently successful results initiative and creativity; "team spirit"; effective verbal and written communication skills.

Please send résumé and cover letter to:

Office of Development
Webster University
470 East Locustwood Avenue
St. Louis, MO 63119-3194

ed in a beautiful family oriented community with excellent public schools. Application deadline is July 15, 1992. Send vita and three references to: Dr. Paula Bohannon, Dean, School of Nursing, Virginia State University, Pamplin College, Blacksburg, Virginia 24061-1912. An Equal Opportunity, Affirmative Action Employer.

Nursing Faculty, Wright State University. Wright State University invites applications for two non-tenure track faculty positions in a progressive M.S.N. accredited nursing school. The successful candidates must have a master's degree in nursing, a clinical experience, teaching experience, and eligibility for RN licensure. Preference in nursing or related field is preferred. Primary assignment will be based on individual practice and available teaching. Send letter of inquiry and curriculum vitae to: Dr. Paula Bohannon, Dean, School of Nursing, Wright State University, 1000 Main Building, Dayton, Ohio 45429. Review of applications will begin immediately and continues until position is filled. Affirmative Action, Equal Opportunity Employer.

Nursing: Faculty Position Medical, Surgical and Maternal child nursing. For a 2-2 National League of Nursing accredited program. Master's degree in area of specialization. Considerable experience in nursing. Send letter of inquiry and curriculum vitae to: Dr. Paula Bohannon, Dean, School of Nursing, Wright State University, 1000 Main Building, Dayton, Ohio 45429. Review of applications will begin immediately and continues until position is filled. Affirmative Action, Equal Opportunity Employer.

Nursing: Instructor, Full-time. Must possess a valid, active California license to teach.

THE UNIVERSITY OF TENNESSEE,
KNOXVILLE

Assistant Chief of Police

The Assistant Chief of Police is the second highest ranking officer in the Department and reports to the Chief of Police. Duties/Responsibilities include command of the Department in the absence of the Chief; administration and supervision of patrol and security units; coordination of law enforcement and traffic functions for special events; coordination of departmental training and staff development; and coordination and maintenance of department records and reports.

Desirable qualifications include excellent communication and written skills; knowledge of Federal, State, and local statutes and ordinances; knowledge of criminal and judicial procedures; five years' experience in a supervisory law enforcement role, preferably within a university police department; a high school diploma required, preferably with some college-level work; graduation from an approved police academy; and certification as a Tennessee Police Officer or ability to meet requirements for such certification.

Starting Date: August 15, 1992.

Salary: \$30,000-\$35,000.

To qualify as a candidate, a résumé and list of three references should be received at the following address by Friday, July 10, 1992; however, applications will be accepted until position is filled.

W. Timothy Rogers
Associate Dean of Students
415 Student Services Building
Knoxville, TN 37996-0248

UTK is an EEO/AA/Title IX/Section 504/ADA Employer.

LASELL
COLLEGE

Associate Director of Admissions

Lasell College, a private, women's college located eight miles from Boston, Massachusetts, is seeking applicants for the position of Associate Director of Admissions.

Responsibilities include Transfer Admissions, forming partnerships with two-year colleges, extensive recruitment travel, reviewing applicants, interviewing and assisting Director with planning and overseeing Admissions operation. Qualified candidate must have a bachelor's degree, 3+ years of admissions experience, strong communication and organizational skills, and ability to provide teamwork.

Applicants should submit a cover letter and résumé before July 3 to:

Adrienne Asad
Director of Admissions
Lasell College
1044 Commonwealth Avenue
Newton, MA 02456

ASSISTANT DIRECTOR OF CAREER CENTER

WHITMAN COLLEGE

Twelve-month position to assist with the on-going training and supervision of a paid student paraprofessional staff and volunteer committee members; perform career job search counseling and test interpretation; develop and teach workshops; assist in facilitating public relations with faculty, staff, students, alumni, recruiters, and the community; hold active membership in related professional organizations. Whitman College is an independent, co-educational, liberal arts college of 1200 students located in the heart of the Pacific Northwest.

PREFERRED QUALIFICATIONS: Master's degree in Student Personnel, Counseling or related field; career planning and placement experience; demonstrated competence in verbal and written communication and leadership skills.

APPLICATION: Send letter of interest, résumé, two-page statement of your view of the role of the career center in a liberal arts institution and three letters of recommendation to Meg Robbman, Search Committee Co-Chair, Whitman College, Career Center, Walla Walla, WA 99362. Application deadline: July 13, 1992.

An Affirmative Action, Equal Opportunity Employer.

A calendar of forthcoming meetings, conferences, workshops, and institutes of importance to scholars and college administrators —



every week in The Chronicle.

DIRECTOR OF
STUDENT HEALTH AND
COUNSELING SERVICES

Colby-Sawyer, a small, independent, coeducational college located in the beautiful Dartmouth-Lake Umbagog region of New Hampshire, is seeking an experienced and dynamic individual to direct our recently merged health and counseling departments.

Health and counseling provide the following primary health care services to 600 students: outpatient health clinic, counseling (short-term individual, group and referral), emergency services, and education, prevention and wellness programs.

The Director will develop and define the mission and goals for the newly merged department, assist in developing a cohesive approach to student wellness, provide direct counseling services as well as clinical supervision of graduate student counseling interns, manage consultation and outreach programs, manage the budget, and develop external financial resources. The Director reports to the Vice President and Dean of Students and will supervise a staff of approximately seven.

This position requires a doctorate in psychology or counseling with a minimum of five years experience in a counseling or health service agency and at least three years of administrative experience. Direct experience with a college population is preferred. The candidate must be licensed or license eligible in New Hampshire.

This is a ten-month position which begins August 1. Please send a letter of application, resume and the names of three references to: Director of Human Resources, Dept. C, Colby-Sawyer College, New London, NH 03257. We will begin screening applications immediately and will continue to accept them until the position is filled. We are an equal opportunity employer.

DIRECTOR OF PHYSICAL PLANT
North Carolina State University

North Carolina State University, a land grant institution, seeks a Director to manage Physical Plant operations, which includes building and grounds maintenance, utility systems, construction services, construction, planning, personnel and fiscal management. The Director is a key member of the facilities management team.

The successful candidate will have strong facilities management and planning skills, innovative customer service orientation and exceptional personnel development and supervisory expertise. A commitment to quality service programs and a safe work environment is essential.

The NCSU campus encompasses more than 160 different structures with over 7 million square feet covering 1,500 acres. The Director is responsible for annual operating budget of over \$32 million and an organization of over 700 employees. The position requires a four-year technical degree and six years of progressive management experience. To apply forward, by July 15, a letter of application, résumé and salary status to:

Chair, Screening Committee
Director of Physical Plant
North Carolina State University
Box 7232, Raleigh, NC 27695-7232

An Equal Opportunity, Affirmative Action Employer.

by the BSN: a Master's or higher degree in nursing from an accredited college, or a Bachelor's degree in nursing and a Master's or higher degree in health care or health sciences from an accredited college, which includes course work in nursing, education, or administration. Requires one year's experience as a registered nurse providing direct patient care, and one year's experience in nursing education. First listing date: Wednesday, July 22, 1992, 5 p.m. (Postmarks not accepted). Applicants must complete a letter of application, curriculum vitae, and three letters of recommendation to: Meg Robbman, Search Committee Co-Chair, Whitman College, Career Center, Walla Walla, WA 99362. Application deadline: July 13, 1992.

Nursing: Instructor, Virginia Western Community College, a comprehensive community college located in Roanoke, Virginia, is accepting applications for a full-time, nine-month faculty position in the ADN Nursing Program beginning August 19, 1992. Applicants will include supervising second-year students in pediatric clinical and post-partum areas; planning and monitoring observational experiences in the NICU, PICU and labor and delivery areas in health care settings or health sciences from an accredited college, which includes course work in nursing, education, or administration. Requires one year's experience as a registered nurse providing direct patient care, and one year's experience in nursing education. First listing date: Wednesday, July 22, 1992, 5 p.m. (Postmarks not accepted). Applicants must complete a letter of application, curriculum vitae, and three letters of recommendation to: Meg Robbman, Search Committee Co-Chair, Whitman College, Career Center, Walla Walla, WA 99362. Application deadline: July 13, 1992.



CLARKSON COLLEGE
Education for the Future

Clarkson College, a private coeducational institution offering health science programs delivered to over 700 students via both on-site and distance education modes, is seeking creative, energetic and dedicated professionals for the following positions:

VICE PRESIDENT FOR STUDENT AFFAIRS
The Vice President for Student Affairs is a major participant in college-wide decision-making, reporting directly to the President. The Vice President is responsible for programs and services that the enrollment and retention of students and for ensuring the quality and character of student college life. Qualifications: Doctoral degree with a focus on student development, 3-5 years of administrative experience, knowledge of the rules and responsibilities of registration and records, financial aid, enrollment management, and residence life. Candidates should have a record of programmatic innovation and institutional problem-solving, and a familiarity with higher education issues.

DEAN OF PROFESSIONAL DEVELOPMENT
The Professional Development Division is one of four divisions reporting to the Vice President for Academic Affairs. In addition to professional advancement programming, the division plans and implements all corporate staff development activities for Clarkson Hospital. Qualifications: Doctorate in educational administration or related field with considerable experience in continuing education programming. The candidate should demonstrate effective managerial, interpersonal and communication skills.

INSTRUCTIONAL TECHNOLOGIST
The Instructional Technologist reports directly to the Vice President for Academic Affairs and is responsible for moving the College forward in the use of technological support of educational delivery and research endeavors. Of prime importance are efforts of the College to serve distant students via non-time and non-place dependent delivery. Qualifications: Masters degree with an emphasis on educational technology, a good understanding of the role of computers in the educational process and the use of related delivery technologies, and ability to work well with faculty, students and administration.

GENERAL INFORMATION
Salary: For each position, salary is competitive and consistent with the level of experience.
Applications: Interested applicants should submit a letter of application, resume and references before July 15, 1992 to:

Office of the President
Clarkson College
101 South 42nd Street
Omaha, NE 68131-2715
800-647-5500

An Equal Opportunity/Affirmative Action Employer

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Vice President for Academic Affairs at Erie Community College. Erie Community College is a multi-campus, public community college with an enrollment of 14,000 students enrolled in over 80 programs. Full-time salary: \$49,548. **DESCRIPTION:** The chief academic officer of the College is responsible for the planning, development and maintenance of programs which are responsive to community needs and provide students with maximum transfer opportunities. The candidate must demonstrate familiarity and experience with contemporary academic challenges for community colleges including education, general education, bilingualism, transfer, articulation, tech-prep, program assessment and faculty evaluation. The ability to prepare budgets, coordinate staff and assist in preparation for accreditation visits and initiate grants is highly recommended. The candidate reports directly to the President. **QUALIFICATIONS:** A doctoral degree is preferred with at least 3 years of supervisory experience with a minimum of 5 years of college teaching. Interested applicants should send resume, transcripts and three letters of recommendation prior to July 1, 1992 to the Human Resources Director, ECC-South Campus, 4041 Southwestern Boulevard, Orchard Park, NY 14127. The College is an equal opportunity employer. Women, minorities, veterans and disabled persons are encouraged to apply.

Public Administration Public Service Faculty Position—Coordinator of State Government. The University of Georgia's Carl Vinson Institute of Government and Georgia Center for Continuing Education, Equal Opportunity Employer, invite nominations and applications for the position of Coordinator of State Government. The position is for a 12-month appointment and will become available on or before October 15, 1992. Responsibilities include: develop and teach graduate courses for municipal and county government; coordinate and supervise the activities of the Institute's public service program; provide a forum for the exchange of ideas and information on state government; and coordinate the Institute's public service program. The position will be a full-time position with a salary commensurate with experience. The position is located in the University of Georgia's Carl Vinson Institute of Government, 1000 University of Georgia Drive, Athens, Georgia 30602-3003. Note: The final candidate for this position will be selected through a competitive process. Candidates should submit a letter of application, resume, and three letters of reference to the Human Resources Director, University of Georgia, 1000 University of Georgia Drive, Athens, Georgia 30602-3003. The final candidate for this position will be selected through a competitive process. Candidates should submit a letter of application, resume, and three letters of reference to the Human Resources Director, University of Georgia, 1000 University of Georgia Drive, Athens, Georgia 30602-3003.

Public Health Lecturer in Public Health. Duties: Conduct public health courses for public health students. The position is located in the University of Georgia's Carl Vinson Institute of Government, 1000 University of Georgia Drive, Athens, Georgia 30602-3003. Note: The final candidate for this position will be selected through a competitive process. Candidates should submit a letter of application, resume, and three letters of reference to the Human Resources Director, University of Georgia, 1000 University of Georgia Drive, Athens, Georgia 30602-3003.

University of Nebraska VICE PRESIDENT FOR BUSINESS AND FINANCE

The University of Nebraska, a four campus institution with an annual operating budget of over \$900 million, seeks applications and nominations for the position of Vice President for Business and Finance. The Vice President is a member of the President's executive staff, reporting directly to the President, and plays a key role in the development and administration of University policy.

The Vice President for Business and Finance is responsible for all matters relating to the business and financial management of the institution, including fiscal management policies, controls and audits; facilities management, including construction of new facilities and development of capital budgets; general personnel policies and benefits programs; University-wide computing. The Vice President works closely with the Executive Vice President and Provost in development of the operating budget and coordinates administration and development of policies with the University campuses as well as state government.

Minimum qualifications for the position include an advanced degree, 10 years of progressive management experience with demonstrated leadership accomplishments in a complex organization, preferably in a university environment, with demonstrated understanding of sophisticated financial and computer systems, human resource management, and facilities and construction management and a commitment to affirmative action and equal opportunity. The salary will be competitive and commensurate with the experience and background of the appointee.

Nominations and applications for the position should be forwarded as soon as possible. Applications should include a letter of interest and a current resume. Review of application materials will begin on August 3, 1992, and will continue until the position is filled. Nominations and applications should be sent to:

Vice President Search Committee
Office of the President
University of Nebraska
Verner Hall
Lincoln, NE 68583-0745

The University of Nebraska is an Affirmative Action, Equal Employment Opportunity Employer.

VICE CHANCELLOR FOR ACADEMIC AFFAIRS & DEAN OF GRADUATE SCHOOL

The University of Arkansas for Medical Sciences invites nominations and applications for the position of Vice Chancellor for Academic Affairs and Dean of the Graduate School. This position reports directly to the Chancellor and is responsible for direct supervision of all educational services, library, academic computer center and student financial aid. The Vice Chancellor works with the Deans of Medicine, Nursing, Pharmacy and Allied Health on academic and educational activities of their colleges including curricula standards and review, faculty appointments and promotions and graduate programs. The Vice Chancellor represents the campus at all local, regional and national levels relating to educational programs.

Applicants must have a doctorate degree. Experience at a health sciences campus is preferable. Applications, accompanied by a current resume, should be sent to:

Dr. Harry P. Ward, Chancellor
University of Arkansas for Medical Sciences
4301 West Markham Street—Slot 541
Little Rock, AR 72205

Applications are due by August 1, 1992.

The University of Arkansas for Medical Sciences is an equal opportunity, affirmative action employer.

College, 2900 North Rogers, Chicago, Illinois 60646. Attention: Dr. L. K. ...
Radiology Faculty position. The University of Colorado Health Sciences Center, Denver, Colorado, is recruiting for faculty in the following areas: (a) Anesthesiology; (b) Body Imaging; (c) Diagnostic Radiology; (d) Interventional Radiology; (e) Nuclear Medicine; (f) Radiology; (g) Radiology; (h) Radiology; (i) Radiology; (j) Radiology; (k) Radiology; (l) Radiology; (m) Radiology; (n) Radiology; (o) Radiology; (p) Radiology; (q) Radiology; (r) Radiology; (s) Radiology; (t) Radiology; (u) Radiology; (v) Radiology; (w) Radiology; (x) Radiology; (y) Radiology; (z) Radiology.

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There's nothing in all of Academe to compare with The Chronicle's "Bulletin Board" pages:

* Get your ad to us by 2 p.m. Monday, eastern time; just 3 1/2 days later it will be printed and on its way to our 418,000-plus readers.

* We'll gladly set the type for you, without charge—in either agate or an attention-commanding "display" format. If you prefer, we'll use your camera-ready copy.

* Your ad will be properly positioned or indexed—convenient for our readers and effective for you.

For more information,
please call (202) 466-1055



Vice President for Student Development

Xavier University, a Jesuit Catholic institution located in Cincinnati, Ohio, with an enrollment of 6,400 undergraduate and graduate students, seeks applicants for the position of Vice President for Student Development. The Vice President reports directly to the President and is the chief student affairs officer responsible for providing leadership to the Division of Student Development which consists of: Campus Dining, Career Planning and Placement, Computer Services, Health and Counseling, Internship Student Services, Minority Affairs, Psychological Services, Recreational Sports, Residence Life, Safety, Security, Student Activities, student orientation and the discipline system. The Vice President must ensure that the University provides a wide range of programs, services, and activities designed to foster student growth in the areas of body, mind, and spirit.

Qualifications:

- A doctorate in College Student Personnel, Higher Education Administration, or related field preferred.
- Extensive proven management experience and knowledge of student affairs functions, program development, and key issues.
- Demonstrated ability in financial management with emphasis upon the planning and supervision of expense and revenue budgets.
- A demonstrated ability to work successfully with a diverse university community.
- Demonstrates personal/professional values and commitment which will promote the Jesuit Catholic character of Xavier University.
- Evidence of a caring, student-oriented approach with an ability to advocate for the needs of diverse populations.

Responsibilities:

- Overall supervision of the Division of Student Development.
- Development and supervision of a four million dollar divisional budget.
- Coordination of all planning efforts for the division.
- Assessment of student needs leading to recommendation and implementation of comprehensive long-range goals.
- Advocate for students and inform other campus constituencies of the needs and concerns of various student populations.
- Student affairs liaison with campus neighbors and community associations.

Applications are due August 7, 1992.

Applicants should submit a cover letter, resume, and references information to Mr. John F. Kucia, Chair of the Vice President for Student Development Search Committee, Xavier University, 3800 Victory Parkway, Cincinnati, OH 45227-2111. Xavier University is an academic community committed to equal opportunity for all persons regardless of age, sex, race, religion, handicap, or national origin.

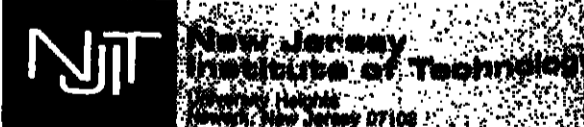
Executive Director: Off-Campus Programs

New Jersey Institute of Technology, the state's technological university, has been delivering off-campus instructional programs statewide and nationally for pre-college through graduate education in mathematics, the sciences, engineering, architecture, management and other technical areas, at branch campuses, extension and corporate sites.

The Executive Director will lead the increasing off-campus delivery of credit and non-credit instructional programs, and technology transfer using traditional as well as state-of-the-art distance learning.

A minimum of five years successful experience in a similar or related position necessary; along with planning, budgeting, marketing expertise and knowledge of distance learning. Doctorate preferred, as well as an academic background in science, mathematics or engineering. The ability to work in partnership with university faculty, corporate and government agency representatives is strongly emphasized.

NJIT does not discriminate on the basis of sex, race, color, handicap, religion, national or ethnic origin, lifestyle or age in employment.
Send resume: Personnel Box ED-00P



Editor and Chairman, Department of Radiology. The University of Colorado Health Sciences Center, Denver, Colorado, is recruiting for faculty in the following areas: (a) Anesthesiology; (b) Body Imaging; (c) Diagnostic Radiology; (d) Interventional Radiology; (e) Nuclear Medicine; (f) Radiology; (g) Radiology; (h) Radiology; (i) Radiology; (j) Radiology; (k) Radiology; (l) Radiology; (m) Radiology; (n) Radiology; (o) Radiology; (p) Radiology; (q) Radiology; (r) Radiology; (s) Radiology; (t) Radiology; (u) Radiology; (v) Radiology; (w) Radiology; (x) Radiology; (y) Radiology; (z) Radiology.

Committee, Education Department, New York College of Podiatric Medicine. The New York College of Podiatric Medicine, New York, is seeking applications for the position of ...
Reading Assistant Professor, tenure track. Fall 1992 to serve as Director of a Graduate ...
Reading Assistant Professor, tenure track. Fall 1992 to serve as Director of a Graduate ...
Reading Assistant Professor, tenure track. Fall 1992 to serve as Director of a Graduate ...

State University of New York at Buffalo



ASSOCIATE VICE PRESIDENT FOR UNIVERSITY DEVELOPMENT

The State University of New York at Buffalo invites applications for the position of Associate Vice President for University Development. The University at Buffalo is the largest and most comprehensive unit within the largest university system in the country. One of only twenty-nine public universities elected to the prestigious Association of American Universities (AAU), the University at Buffalo has a student enrollment of 26,000, 4,000 full-time faculty, and 140,000 alumni. The University's first capital campaign will have achieved its \$52 million goal in December 1992. It is anticipated that the next capital campaign will coincide with the University's sesquicentennial in 1996.

Under the direction of the Vice President for University Development, the Associate Vice President for University Development will have full responsibility for management of the development program. Leadership is a key element of this position, especially in the establishment of goals and objectives, hiring and training staff. The Associate Vice President for University Development will interact with all of the academic officers and staff of the University as well as with the chief administrative officers. Working with the Vice President and the Office of the President, he/she will design strategies for solicitation and develop the volunteer structure needed to raise funds. The Associate Vice President will also be responsible for directing the work of the various volunteer committees established to assist the University in carrying out its philanthropic mission.

Qualifications: Bachelor's degree, advanced degree preferred. At least ten years of experience in fund-raising positions at the executive level with progressively larger responsibilities evident in higher career path. Demonstrated administrative success in complex, multi-faceted institutions and sufficient staff supervision and development experience. Capital campaign experience as well as superior communication skills, both written and verbal, are required.

Applications will be reviewed beginning July 20, 1992 and review will continue until the position is filled. Submit cover letter and resume to:

Robert J. Wagner, Senior Vice President
State University of New York at Buffalo
Room 520 Cuppen Hall
Buffalo, New York 14260

The search is being conducted by the University's consultant:

Dr. Ira W. Krimsky
P. O. Box 93127, Pasadena, CA 91109-1127
(818) 508-3311; fax (818) 508-1656

The University at Buffalo is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

BREVARD COLLEGE

President
The Board of Trustees of Brevard College invites nominations and expressions of interest in its search for a president to assume office in the summer of 1993.

This two-year college of the United Methodist Church offers a university-parallel liberal arts curriculum to 800 students in the heart of the Blue Ridge Mountains, and 94% of Brevard's graduates subsequently enroll in four-year colleges and universities.

The search committee will begin its review in July of those who send a letter, vita, and list of at least five references. Inquiries and nominations should be addressed to:

F. Crowder Falls, Chairman
Presidential Search Committee
Brevard College
P.O. Box 506, Brevard, NC 28712

Brevard College is an equal opportunity employer.

Work Instruction positions to begin Autumn 1992. (1) Psychology: Teach psychology courses with teaching responsibilities in a laboratory setting. (2) Anthropology: Teach anthropology courses with teaching responsibilities in a laboratory setting. (3) Sociology: Teach sociology courses with teaching responsibilities in a laboratory setting. (4) History: Teach history courses with teaching responsibilities in a laboratory setting. (5) Political Science: Teach political science courses with teaching responsibilities in a laboratory setting. (6) Economics: Teach economics courses with teaching responsibilities in a laboratory setting. (7) Business Administration: Teach business administration courses with teaching responsibilities in a laboratory setting. (8) Education: Teach education courses with teaching responsibilities in a laboratory setting. (9) Health Sciences: Teach health sciences courses with teaching responsibilities in a laboratory setting. (10) Law: Teach law courses with teaching responsibilities in a laboratory setting. (11) Medicine: Teach medicine courses with teaching responsibilities in a laboratory setting. (12) Nursing: Teach nursing courses with teaching responsibilities in a laboratory setting. (13) Social Work: Teach social work courses with teaching responsibilities in a laboratory setting. (14) Theology: Teach theology courses with teaching responsibilities in a laboratory setting. (15) Other: Teach other courses with teaching responsibilities in a laboratory setting.

SEARCH CONTINUED Two Positions Assistant Dean of Admission/ Admission Counselor

Responsible for the full range of admission activities including student recruitment, advising candidates and parents, reviewing qualifications for admission, and meeting students in a variety of public settings. B.A. required, M.A. desired. Requires ability and experience speaking and making effective, persuasive presentations to individuals and groups; one to two years' teaching or counseling experience (admissions preferred). Candidates must be willing to travel. Send resume and names of references to: Judith A. Tryon, Director of Human Resources, Colgate University, Hamilton, NY 13346. Review of credentials will begin immediately and continue until the positions are filled. An Equal Opportunity, Affirmative Action Employer.

ASSOCIATE DEAN School of Education

Full-time, 12 month position available September 1, 1992. Involves rank as Asst. Assoc. Professor and 8 semester hours of teaching. Share responsibility for administrative and teaching functions in undergraduate and graduate programs, and oversee the school's educational development and placement. Qualifications include doctorate in education, experience in college-level teaching and in administrative functions. Send letter of interest and qualifications, vita, and list of references to: Search Committee, School of Education, York University, Toronto, ON M6P 2K4. Consideration of applications begins July 1, and continues until position is filled. Will be a full-time position with a salary commensurate with experience and qualifications.

Science Educators

Full-time positions available for BS and MS chemists and biologists developing college level review courses. Stanley H. Kaplan Educational Center, Ltd., a Manhattan-based Educational Firm, offers a complete benefits package and salary commensurate with experience. Send resume and cover letter to: Research Dept. DL 810 7th Ave., 22nd Floor, NY, NY 10019.



An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academe —
every week in The Chronicle.

U·A·L·R

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Chancellor

The Board of Trustees and the Chancellor Search Committee invite nominations and applications for the position of Chancellor of the University of Arkansas at Little Rock.

Established in 1927, the University of Arkansas at Little Rock is the state's major metropolitan university which serves approximately 12,000 students with degree programs from the associate to doctoral level. Little Rock is in central Arkansas with a population of 500,000 persons, and is the state's largest city as well as its state capital.

The Chancellor is the chief executive officer of the university and reports to the President of the University of Arkansas System, composed of four academic campuses at Little Rock, Fayetteville, Monticello, and Pine Bluff, a medical sciences campus in Little Rock, a division of agriculture, and an archeological survey.

The successful candidate should have an earned doctorate or terminal degree in an academic or professional field, a background that demonstrates a progression of administrative responsibilities, preferably in a higher education institution. The candidate will have a proven record of administrative performance, including the ability to handle the complexities of public financing and the capacity to secure additional resources. Also, the candidate will be committed to academic excellence and demonstrate an understanding of the major issues and challenges facing a major metropolitan campus.

Experience of the candidate will also reveal documented leadership qualities, including the ability to articulate a vision of development for the university and take an active role in implementing articulated goals; foster a sense of community among students, faculty, staff, administration, and community members; work in a framework of shared academic governance; and demonstrate genuine commitment to cultural diversity.

Salary and perquisites will be commensurate with experience and qualifications.

Nominations and applications will be accepted until the position is filled. The Search Committee will begin screening applications in mid-August. The preferred starting date is January 4, 1993. Those interested in applying should send a letter of application, a 1 to 2 page statement of philosophy on the nature of and role of a metropolitan university, a resume or vita, and the names, addresses, and telephone numbers of three references to the Chairman of the Search Committee:

Dr. B. Alan Sugg, President
University of Arkansas System
1123 South University Avenue, Suite 601
Little Rock, Arkansas 72204
(501) 686-2505

THE UNIVERSITY OF ARKANSAS IS DEDICATED TO EQUAL OPPORTUNITY AND DOES NOT PRACTICE OR CONDONE DISCRIMINATION IN ANY FORM AGAINST STUDENTS, EMPLOYEES, OR APPLICANTS ON THE GROUNDS OF RACE, COLOR, NATIONAL ORIGIN, RELIGION, SEX, AGE, OR DISABILITY. WOMEN, MINORITIES, AND PERSONS WITH DISABILITIES ARE ENCOURAGED TO APPLY.

ALL APPLICATIONS ARE SUBJECT TO PUBLIC DISCLOSURE UNDER THE ARKANSAS FOI ACT.

Invites State Community College, Attention: Search Committee, 5500 East Street, Columbus, Ohio 43215-1786. EOE/AA.

Social Work The University of North Alabama announces the availability of a one-year temporary position in the Department of Social Work beginning August 24, 1992, at the Instructor or Assistant Professor rank; doctoral degree preferred. The position requires a strong commitment to social work education in the areas of social welfare policy, macro practice (planning, community organization, planning, and administration) and methods of social work research. Salary commensurate with experience. Send resume and cover letter to: Research Dept. DL 810 7th Ave., 22nd Floor, NY, NY 10019.

Spanish One-year temporary replacement to teach Beginning, Intermediate, and Advanced Spanish, Pre-College, Topics in Hispanic Studies, and Senior Seminar. Master's degree required. Ph.D. preferred. Screening of applications to begin July 1, 1992. Position open until filled. Please submit letter of application, vita, and list of references to: Dr. David L. Cline, Vice President for Academic Affairs, Oneonta College, Oneonta, New York 13827.

Spanish Position number 2.00B. Affirmative Action number 1-1-194. Instructional Assistant Professor. One-year temporary appointment only. Academic year 1992-93. Minimum M.A. degree or near-equivalent degree in Spanish. Excellent benefits. Salary commensurate with experience. Send resume and cover letter to: Dr. John T. ...

Sociology Faculty. Full-time, Anticipated vacancy, Fall 1992; contingent upon funding. Assistant Professor level; temporary, two-year position; may be offered as a tenure-track position depending on the qualifications of the successful candidate. Successful candidate will teach two sections of Principles of Sociology and any two of the following courses: The Family, Social Problems, Juvenile Delinquency and Criminology, Medical Sociology, Social Change, Cultural Anthropology, P.D. is strongly desired; however, persons with ABD will meet the minimum requirements. Salary will be commensurate with experience and qualifications; excellent fringe benefits.

Women and members of minority groups are strongly urged to apply. Review of applications materials will begin immediately. Send letter of application, resume, the names and telephone numbers of three references, and transcripts for most recent degree to: Personnel Office, Westfield State College, Westfield, Massachusetts 01086. An Affirmative Action, Equal Opportunity Employer.

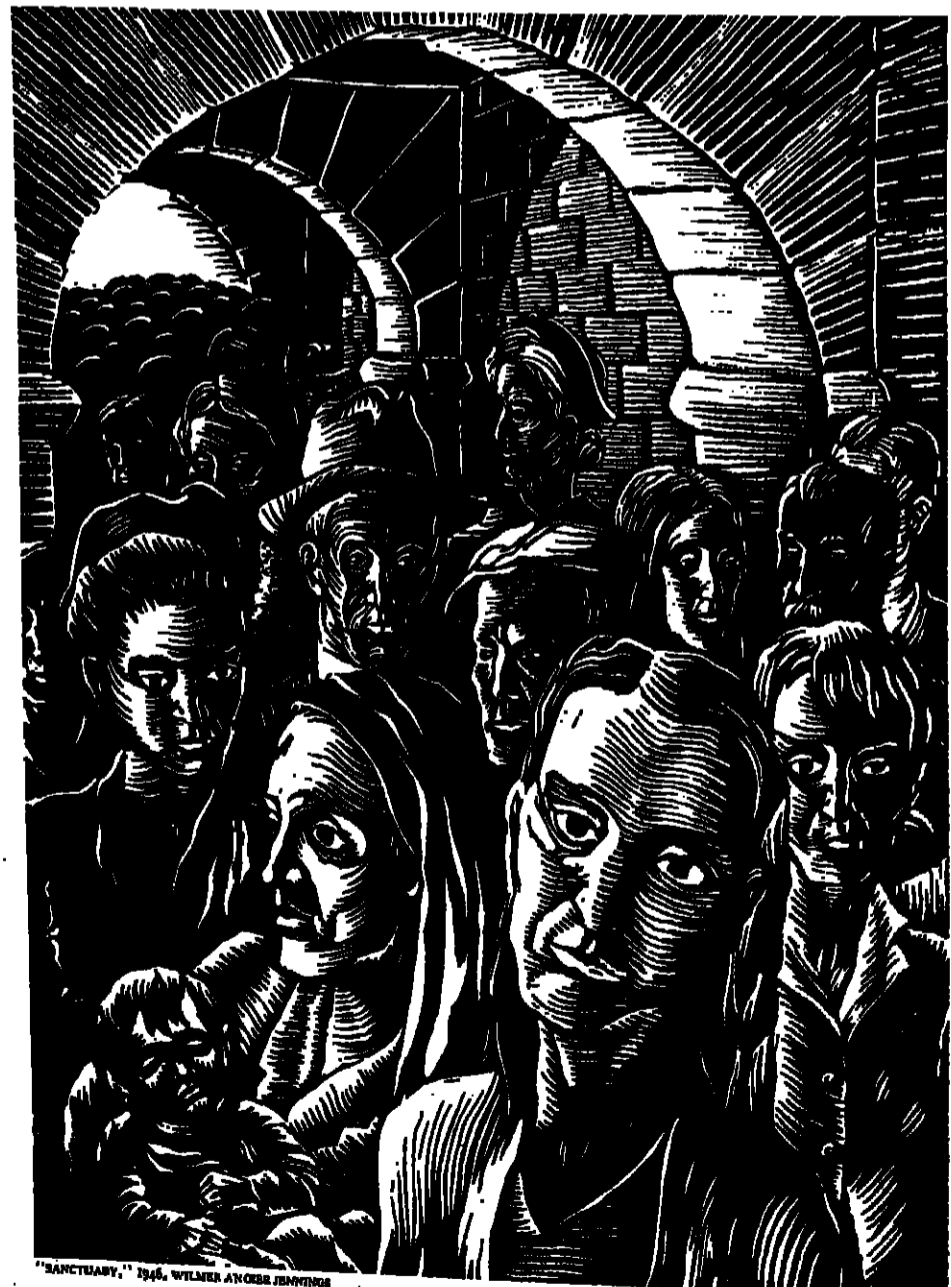
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End Paper



"EXODUS," 1931, ISAC FRIEDLANDER



"SANCTUARY," 1946, WILMER ANGIER JENNINGS

'Bridges and Boundaries' for Blacks and Jews

THE THEMES OF FREEDOM and liberation appear again and again in the literature, art, and music of both African Americans and American Jews, and each has borrowed experiences of the other to give voice to their own group's conception of identity. Isac Friedlander, a Jewish artist who spent years of solitary confinement in prison in his native Latvia, chose oppression as the subject of his art. Here, he has used "Exodus," a word that is synonymous with the Jewish experience, as the title of his work, which suggests the freeing of the slaves.

"SANCTUARY," by African American artist Wilmer Angier Jennings, bears an interesting similarity to Isac Friedlander's "Exodus." Although one cannot be certain of the precise historical subject of [Jennings's] linocut—the underground railroad and the Holocaust readily come to mind—it is clear that both Friedlander and Jennings have chosen subjects tied to their own identities and their empathy for oppressed people.

"Bridges and Boundaries: African Americans and American Jews," an exhibition of 350 artworks, photographs, documents, and works of art exploring the themes of ethnic identity, shared cultural beliefs, experiences of marginality, and visions of social justice, will be at the New York Historical Society through July 19 before beginning a three-year national tour. The texts above are by Gretchen Sullivan Sorin, an adjunct instructor in museum studies at the State University of New York at Albany; Beth Klopott, a historical consultant; and Julie Reiss, assistant curator at the Jewish Museum in New York. They are excerpted from *Bridges and Boundaries: African Americans and American Jews*, published by George Braziller in association with the Jewish Museum in New York. The book was edited by Jack Salzman, director of the Center for American Culture Studies at Columbia University.

since March that they were against a House proposal that would have created a direct-loan system on about 300 campuses that currently receive \$500-million in student loans. The Senate legislation did not contain a direct-loan program.

Republicans on the conference committee, led by Rep. E. Thomas Coleman of Missouri, tried to shrink the direct-loan program by proposing a plan that would have included an unspecified number of institutions that now receive \$250-million in student loans.

But Mr. Ford and Illinois Sen. Paul Simon persuaded their Democratic colleagues that a larger plan would represent a bold innovation in a bill that both said consisted largely of "tinkering around the edges" of college programs.

Repayments Based on Income

The compromise bill said that 35 percent of the 500 institutions in the pilot project should offer borrowers the right to repay their loans based on their income level. Proponents of so-called income-contingent loans contend that such a system would reduce defaults, because the loans would be easier for low-income borrowers to repay.

College officials have had mixed reactions to the direct-loan concept since the reauthorization process started in Congress 16 months ago. Many administrators heralded it as a way of streamlining the loan process and saving millions of dollars in subsidies now paid to banks, while others were concerned about the burden of administering the loans and about financial liabilities for mishandled loans.

Thomas A. Butts, a lobbyist for the University of Michigan and a leading proponent of direct loans, praised the committee for making "solid public policy," and said he was unfazed by the promised veto. "The President's got to decide if he wants to veto a bill that saves taxpayers money," he said.

Enthusiasm for Loan Plan

Campus officials have strongly supported a House plan adopted by the conferees that would provide Stafford Student Loans to all students regardless of income. Middle-income students would be responsible for paying the interest on their loans, but the government would continue to pay the interest for the neediest students while they are in college and for six months after they graduate or drop out.

Members of the conference committee also agreed to replace the current 8-percent interest rate on Stafford loans with a variable rate that would be capped at 9 percent. Lawmakers said that setting the rate at 3.1 percentage points above the rate on three-month Treasury bills would allow students to benefit if interest rates remained low.

The committee members also decided to allow most students to borrow more to meet rising college costs. The maximum Stafford loan would remain at \$2,625 a year for freshmen, increase to \$3,500 from \$2,625 for sophomores, and grow to \$5,500 from \$4,000 for other undergraduates. The limit for graduate students would rise to \$8,500 from \$7,500.

Graduate students would also gain access to more money under the Supplemental Loans for Students program. Their limit

Continued on Page A24

W. Virginia Leads the Way in Obtaining Congressional Earmarks for Research

Political savvy brings millions to 2 colleges

By COLLEEN CORDES

MORGANTOWN, W.VA.

The Congressional practice of earmarking funds for specific colleges and universities can mean very different things to very different institutions. Nowhere is that more evident than in West Virginia, the "pork barrel" champion of America.

West Virginia led the nation this year in earmarked funds for its institutions. Two of its colleges have reaped, by their own estimates, about \$120-million in earmarks since fiscal 1987.

One is West Virginia University, a public research institution with the professorial savvy and Congressional muscle to attract federal tax dollars. The other, Wheeling Jesuit College, is a small private college with big new projects that are almost entirely unrelated to its own faculty's past scholarship—but with plenty of Capitol Hill cash for them, anyway.

Well-Placed Benefactors

The two institutions share the same well-placed benefactors. Sen. Robert C. Byrd, a Democrat, is the powerful chairman of the Senate Appropriations Committee. Rep. Alan B. Mollohan, another Democrat, is a member of the House Appropriations Committee.

The institutions have sharply contrasting approaches to earmarks. Their experience indicates the widely varying influence that these direct Congressional appropriations can have on a campus and a region.

West Virginia University takes great pride in being close to the people and businesses of this impoverished state. Professors try to turn coal into liquid fuel with high-tech pressure cookers, apply heavy pressure to the planks they've designed for timber bridges, and analyze the chemical composition of mine dust.

The university's determination to make practical contributions to the state's economy is also evident in the spirit with which its professors pursue earmarks. "I'm proud of the investments," declares Neil S. Bucklew, the university's president. "I'm not embarrassed by it. You can't make a list that's too long for me."

This is a state where tens of thousands of miners and their families collect government benefits for black-lung disease and where the rural poor are isolated along the roller-coaster miles of West Virginia's mountains. The university has waged a concerted effort to place itself squarely in the center of the state's struggle to revive its ailing industries and poverty-stricken backwoods.

It has rigorously focused its efforts to win earmarked money on projects intended to benefit existing industries, and on applied research to make Morgantown a center for high-technology advances.

In its 1991 fiscal year, the university received about \$14.2-million in competitive

Continued on Following Page



Neil S. Bucklew, president of West Virginia U. "I'm proud of the investments. I'm not embarrassed by it. You can't make a list that's too long for me."

House Votes to Kill Supercollider Project; Stunned Proponents Turn Hopes to Senate

By KIM A. McDONALD

WASHINGTON

The Superconducting Supercollider, the world's largest and most expensive scientific instrument, appears to be in serious trouble after the House of Representatives voted last week to kill the \$8.25-billion project.

The lawmakers agreed, 232 to 181, to end construction of the controversial subatomic-particle collider near Dallas this year and to spend \$34-million initially slated for the facility to shut down the project and provide support for other high-energy-physics programs.

The vote, which came after more than eight hours of debate on the Energy Department's fiscal 1993 appropriations bill, stunned the supercollider's proponents, who had expected to secure at least \$484-million of the \$650-million requested by President Bush for the project.

In a prepared statement, Energy Secretary James D. Watkins said he was "deeply disappointed by the House action," adding: "It does not demonstrate good stewardship of our nation's scientific and technology research base that the public has entrusted to the government. While I am painfully aware of the environment of severe fiscal constraint, it would nonetheless

be a major mistake to eliminate this project."

Mr. Watkins and other proponents warned that killing the project would eliminate more than 7,800 jobs and reduce support for thousands of university scientists involved in building the collider and its experiments. It would also rescind the federal government's commitment to the State of Texas, which had agreed to contribute \$1-billion to the project, and has so far provided \$227-million.

On to the Senate

Although many scientists support the collider, others fear the project—which has become a focal point in the debate over big versus little science—will squeeze support from other research efforts.

The bill now goes to the Senate, which has traditionally been more supportive of the supercollider than the House has been and is expected to craft its version in two weeks. Lobbyists for the supercollider said they believed the Senate would approve \$550-million, but an aide to Sen. Dale L. Bumpers said the Arkansas Democrat expected strong support for an amendment he will offer to kill the project.

Any differences between the two versions

Continued on Page A24

West Virginia Leads Field in Winning U.S. Earmarks for Research

Continued From Preceding Page

Continued awards for research and development projects. It also received nearly 40 per cent of that amount—about \$5.5-million—in Congressional earmarks for research and other projects, plus an additional \$6.3-million for a Defense Department project that even the university is unsure whether to count as an earmark. In fiscal 1986, it received \$9.5-million in competitive research awards, and an additional \$1.2-million in earmarks.

In fiscal 1986, it ranked below the top 150 universities, in terms of overall spending for federal research and development, according to the National Science Foundation. In fiscal 1990, after a few years of intensive earmarking, West Virginia ranked 118th.

Faculty Members Vie for Inclusion

Every year, ambitious faculty members vie with each other to persuade Mr. Bucklew to include their projects on the list he will present to West Virginia's Congressional delegation. From two to four new proposals make the list, he says, with perhaps three times as many left out.

Critics of earmarking often warn that the projects will be of poor quality. Supporters, on the other hand, stress that earmarks help the "have-nots" build their capacities so that eventually they can compete successfully in the traditional merit-review process.

Neither position seems to reflect West Virginia's experience. Federal officials who supervise some of West Virginia's projects do not rave about them. But they describe the work as competent.

That may be because many of the professors in charge of the projects are winners of grants from the National Science Foundation and other agencies in merit-reviewed competitions.

West Virginia's strategy, in fact, has been to identify strong individuals or small groups and then try to build larger centers of expertise around them, supported by earmarks.

Some professors say they seek earmarks because federal agencies and their peer reviewers have been unwilling to entrust them with major projects. The reviewers did not question their abilities, the researchers say, but whether the university itself could manage large grants competently, or provide the necessary support services for them.

Researchers also say they seek the appropriations because federal agencies are reluctant to support the kind of advanced research and development of civilian technologies—and their transfer to industry—that further the state's interests.

Hota V. S. Gangarao, for example, who directs a center on construction that has won about \$3.15-million in Congressional earmarks in the last three years, has developed new materials for bridges. He

then helped supervise the construction of bridges and periodically tested them.

Other researchers, such as Donald W. Lyons, who heads the department of mechanical and aerospace engineering, say they sometimes pursue support for their projects directly from Congress and through the normal competitive route—and win both ways.

Mr. Lyons directs what he calls a "world-class center" on alternative transportation fuels. But he doesn't intend to stop seeking earmarks. In the last three years, his center has received about \$2.5-million in competitive awards and \$3.95-million in earmarks.

On the other hand, the idea for one major new earmark—\$10-million for a new building for the National Aeronautics and Space Administration to test computer software developed for space missions—was not the university's at all, but Senator Byrd's.

For the moment, the university's only role will be in owning and managing the building. Other contractors are responsible for the initial research, but West Virginia hopes to win later contracts or subcontracts.

Sometimes Origins Are Murky

The origins of some projects, such as the Concurrent Engineering Research Center, are difficult to determine. Mr. Bucklew says the Defense Advanced Research Projects Agency invited West Virginia to join with an industrial contractor in submitting a bid to be part of a larger effort on concurrent engineering. That was about five years ago. Concurrent engineering uses new technologies to try, in the process of designing a new product, to anticipate and avoid all later problems in manufacturing or selling it.

Mr. Bucklew adds, however, that Senator Byrd asked DARPA to issue the invitation, although the president maintains that the university won on the strength of its proposal.

This year the Pentagon did not request any money for concurrent engineering, but Congress earmarked \$30-million for it. About \$5-million of that will go to West Virginia's center without any additional competition.

"They are performing well enough,"

says Lee Buchanan, director of the defense-sciences office at DARPA. "It's not prudent for me to go elsewhere."

At this point, he adds, he has no way to measure just how well they're doing and it would be too costly to move the center. But there have been problems, he says, because of the center's location.

His agency had hoped that new technologies would sell themselves, but that's not the way it has worked out. Persuading industry to try advanced new technologies, he says, "is a body-contact sport," requiring intense personal interactions. But Morgantown, he says, is remote and not in the center of a manufacturing area.

"We're finding that there is not a whole lot of foot traffic there." Some critics of West Virginia earmarks say the focus on commercial applications undercuts the university's academic values. One earmark, for example, has supported a new center to increase exports of Appalachian hardwoods. Another is assisting university efforts that promote the coal-liquefaction industry as the major future source of liquid fuels.

Environmentalists contend that heavy use of coal liquids would greatly intensify acid rain and contribute to smog and global warming.

Leonard Minsky, executive director of the National Coalition for Universities in the Public Interest, says: "We've got an institution of higher education pondering, selling an idea, totally ignoring the environmental impact of these processes. This is not the kind of thing you expect from an institution of higher learning."

But Ernest L. Boyer, the president of the Carnegie Foundation for the Advancement of Teaching, applauds the university's commitment to align itself closely to the state's economic needs. Mr. Boyer led a review of higher education in West Virginia in 1989. "It seemed clear the university was an essential part of rebuilding vitality in that region," he recalls, adding: "Here is a state where the needs are just desperately intense."

Dreams at Wheeling Jesuit

Wheeling Jesuit College, the youngest and the second-smallest Jesuit institution in the country, is not a center of advanced research on new technologies.

As a primarily undergraduate institution with about 1,400 students—it offers master's degrees only in applied theology and in business administration—it won only three small research-related grants from the federal government in fiscal 1991—less than a total of \$60,000. But that hasn't stopped the dreams of the Rev. Thomas S. Acker, Wheeling's president. "If you've ever met Father Acker, he believes that he answers to a higher authority than you or me," explains a NASA official. "He's just following God's directions. Wheeling, West Virginia, was meant to be the intellectual center of the country."

Enthusiasm Seems to Be Catching

Father Acker's enthusiasm for the special attractions of a small liberal-arts college an hour from the Pittsburgh airport seems to be catching.

He has persuaded Congress to make Wheeling the home of both the National Technology Transfer Center and the Classroom of the Future, both NASA projects. The former is charged with the transfer of new knowledge from federal laboratories to the marketplace. The latter will be a showcase for new technologies developed by NASA that schools and colleges can use to improve mathematics and science education.

Father Acker's personal quest for Congressional largesse has left some of the college's own faculty members a bit shocked.

They are excited by the new opportunities for their students. But they wonder how the sudden influx of so much federal money will change their campus. Can Wheeling, for example, uphold its Jesuit ideals of service to community as it begins working much more closely with profit-driven industries to promote technological advancement?

And what will happen to the college financially if the Congressional earmarks dry up and the new national centers—two new buildings—are not able to support themselves?

The college's operating budget is about \$23-million. This year it has about \$30-million for the two federal projects—\$9-million from a NASA award that the space agency decided to give the technology-transfer center on its own, and an additional \$21-million that Congress directed to provide for both projects.

"It's going to be a rather wrenching experience," predicts Joseph A. Laker, an associate professor of history who chairs the faculty council. "I'm of course optimistic about the challenge," he adds. "But it will be there."

Still, many college officials echo Father Acker's confidence, even while conceding that the college had no pretensions to expertise in the most sophisticated technology. The college, in fact, has hired almost all outsiders to run the two new projects.

As to why Wheeling should be home to the technology-transfer center, Gerrill L.

Government & Politics

Griffith, assistant to the president for NASA and development, says: "Why not?"

"We will keep it as a star of West Virginia, a star of this region," adds Mr. Griffith, a former press secretary to Representative Mollohan, who along with Senator Byrd has helped Wheeling to secure earmarks. "If it was dropped in at MIT, it would probably be on a back burner someplace."

Wheeling's experience shows how federal agencies themselves sometimes cooperate with institutions to design a project that then benefits from additional earmarks.

After both projects were started by Congress, NASA requested money for the technology-transfer center in its official budget proposal. Congress approved that amount, but added considerably more. In the case of the Classroom of the Future, college officials say NASA was instrumental in expanding the project from the original earmark for a regional center for students to experience simulated space missions, to its current, much grander national plan.

The Interest of a Powerful Senator

A few observers suggest that the space agency has always emphasized public relations and may have calculated that the projects themselves and the enthusiasm they inspired in a powerful Senator were ultimately in the space agency's best interests.

Some critics say the projects at Wheeling demonstrate how Congress can appropriate large amounts of money for projects with impressive titles but sketchy plans for achieving lofty goals.

One technology-transfer expert who asked not to be named says: "Had you put the center in Boston, or Berkeley, or Madison, or any city with a big research university, you could have set it up in a day." He says, "How long it took them to get started shows how much of a stretch it was to put it there."

Len Ault, a deputy director of NASA's division of technology transfer, says the center got off to an unacceptably slow start, in part because the program had to be built from the ground up.

Even with the slow start, Wheeling's own optimism seems to be infectious. The new director and some other new employees at the technology-transfer center are highly respected, giving even some Wheeling critics more confidence. Its experience appears to back up the claim that with enough money and technical support from federal agencies, even an unlikely college can bring in experienced, capable people who may redeem the project in the eyes of outsiders.

"You can bring any campus up to a level of proficiency with enough money," says Mr. Boyer of the Carnegie Foundation.

Richard L. DiCicco, president of Technology Catalysts, a Falls Church, Va., company that tries to help businesses find new technologies, says the new center plays an important role. When his com-

pany contacts the center, it then makes all of the follow-up contacts required to identify the technologies or researchers his clients need. "We like it, we need it, we've used it," he says. "It has streamlined things for me."

'I'd Like a Try at It'

Father Acker says his own interest in technology transfer was sparked when he understood Senator Byrd was interested in the subject. "When I heard about it, I got to him and said I'd like a try at it," Father Acker says. This was something that he strongly believed Wheeling could do well—and that would contribute to its underlying mission of helping the poor in his region. Advanced technologies, he maintains, will help prepare students for good jobs and attract more of those jobs to the area.

NASA, he says, was interested because it decided that the center should be at a small college that would not be distracted by other projects.

John T. Preston, director of the technology-licensing office at the Massachusetts Institute of Technology, says he probably would not have entered a competition for the center because "my hands are totally full." The country needs to experiment, he says, and he salutes Wheeling for taking on the challenge.

Normand J. Paulhus, the college's academic dean, suggests that the technology-transfer center belongs on his campus because of Wheeling's special focus on ethics. At Wheeling, he hopes, a technology-transfer center will address not just the amount of profits new technologies can generate, but also their potential social and environmental impact.

The center's glossy, two-page statement of its role and mission, however, makes no mention of any attention to the ethical implications of particular technologies.

Other questions have been raised about the Classroom of the Future. One of its main goals will be "to present computer software and multimedia to enhance learning of math and science concepts."

But C. Daniel Miller, hired by Wheeling to direct the project, says that little research has been published on which new technologies actually aid learning, or under what circumstances. Wheeling officials are now reviewing the subject for NASA.

What they are likely to find, says Barbara L. McCombs, senior director for motivation and human development for the Mid-Continent Regional Educational Laboratory, is a divided camp on the issue of whether technology "really makes a significant difference."

Given the nation's more pressing family, economic, and social problems, which are tied to poor educational performance, she adds, "I can think of better places to put the money."

Father Acker concedes that Wheeling is taking a risk in tackling the large new projects. But that doesn't scare him. "I wouldn't take them if I didn't think we could do them with class."

WASHINGTON UPDATE

- Senate Finance Committee extends 3 college tax breaks
- U.S. to back research on needle-exchange programs
- NIH and NSF to support 3 minority-education programs
- Science board to hold hearings on health of universities
- Pentagon announces science and technology strategy

The Senate Finance Committee last week passed a bill to extend three tax breaks of importance to higher education that are slated to expire at the end of June.

The tax measures would:

- Allow workers to receive up to \$5,250 in employer-provided educational assistance without paying income taxes on the funds.

- Allow wealthy donors to gain the complete tax advantages of making gifts of appreciated property.

- Give businesses a tax credit for increased spending on research.

The Senate bill would extend the three tax breaks for 18 months.

The measures have strong support in the House of Representatives as well, but the future of the bill is uncertain because it is attached to more controversial tax measures that could face opposition in Congress or from President Bush.

—SCOTT JASCHIK

In an about-face, the federal government is now supporting research on needle-exchange programs.

In recent years, the Administration and Congress banned federal support for such research, saying the programs could legitimize the use of illegal drugs.

But impressed with evidence that needle-exchange programs curb the spread of AIDS among intravenous drug users, federal officials at the Centers for Disease Control and the National Institute on Drug Abuse have agreed to support several projects that review results of existing needle-exchange programs.

Walter R. Dowdle, deputy director of the CDC, recently told President Bush's Council of Advisors on Science and Technology that preliminary results of studies of programs in which drug addicts exchange used needles for new ones or bleach used needles to prevent infection "look quite promising."

Mr. Dowdle said that drug addicts were more likely to participate in such programs than had been anticipated.

Don C. Des Jarlais, director of research for the Chemical Dependency Institute at Beth Israel Medical Center in New York City, said the government's interest in the subject and an increase of support from private sources for needle-exchange programs across the country were very promising. "There's a clear direction of history here," he stated.

Research projects on needle-exchange programs are receiving federal support at the University of California at Berkeley, the University of California at San Francisco, and Yale University. The government still maintains a ban on supporting actual needle-exchange programs.

—STEPHEN BURD

The National Institutes of Health will join forces with the National Science Foundation to support

three educational programs designed to encourage minority students in secondary schools and colleges to pursue careers science and mathematics.

The three programs—the Comprehensive Regional Centers for Minorities, the Partnerships for Minority Student Achievement, and Alliances for Minority Participation—all aim to create academic-enrichment activities to encourage minority students to seek college degrees in science and mathematics.

While the three programs have been supported in the past solely by the NSF, an NIH spokesman said the addition of NIH support would "enhance the prestige" of the programs.

A commission made up of officials from both science agencies will develop a strategy for incorporating biomedical science projects into the existing programs.

—S.B.

The President's Council of Advisors on Science and Technology will sponsor six hearings around the country to gather testimony about the health of research-intensive universities.

The council is conducting a review of that subject because of its concerns about the severe financial stresses with which universities are grappling.

The hearings, starting this month, will be at Duke University, the Massachusetts Institute of Technology, the National Academy of Sciences, Northwestern University, the University of California at Berkeley, and the University of Texas at Austin. The council plans to notify hundreds of institutions about the hearings, at which faculty members, administrators, and students will be invited to speak.

The council hopes to issue a report after the November election.

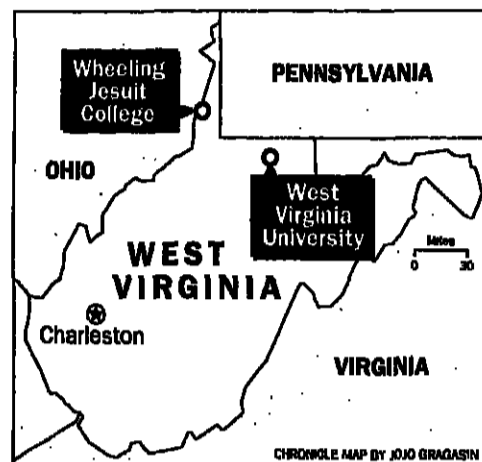
—COLLEEN CORDES

The Department of Defense has announced a new strategy for acquiring weapons that calls for increased spending on science and technology, even as the military's budget goes down.

The document describing the Pentagon's new acquisition policies says the breakup of the Warsaw Pact and the Soviet Union has allowed the United States to cut back on the number of new weapons produced. But "the need to maintain technological superiority," the document adds, "will drive us to increase efforts in developing new and innovative technology."

The new strategy focuses on advances in information technology, closer links between researchers and military officials, and a much more intense period of demonstrating the feasibility of new technologies before moving them into production.

—C.C.



CHRONICLE MAP BY JOJO GRADISNIK

Congressional Pork 101A

■ Earmarking is the code word for giving vast funds for research to colleges in the home states of powerful legislators. It's nothing but pork barrel science.

Despite deficits and the recession, Congress this year approved a whopping \$9 percent increase in the tax dollars it doles out directly to favored colleges and universities. The practice of having these elected officials decide where and what the nation should invest in research—rather than leaving those choices to be made by scientists and other experts—is formally called "earmarking." But everyone in Washington knows this name is out for what it is: pork barrel science.

—this at a school of 1,400 students that offers master's degrees only in applied theology and business administration.

Defenders of the earmarking system contend that these grants help smaller schools improve their programs and facilities so that they can do a better job of competing with America's major research institutions in the future. But that's not the way it's working out.

Lawrence Crum, director of the National Center for Physical Acoustics at the University of Mississippi—a major beneficiary of congressional largesse—complains that his employees are stigmatized as "pork barrel people." "These grant applications get side-tracked in other institutions because people assume that if they've got a free-spending local congressman on their side, they don't need

Pork Problem College Projects Come Under Fire

WASHINGTON (AP)—Money set aside by Congress for projects at specified colleges and universities rose to at least \$1 billion this year, a 10 percent increase over last year's \$900 million, according to a new study by the Congressional Budget Office.

The money for fiscal 1992 was earmarked, a way of using appropriations bills to channel dollars directly to college programs, projects or people.

In a survey prepared for publication this week, *The Chronicle of Higher Education* reported that the amount of money for specific schools has risen 10 percent since 1989, when \$200 million was earmarked. The fiscal 1991 total was \$220 million.

The spending increase on these programs occurred as the

Newspapers around the country reacted quickly and negatively to reports of dramatic increases in Congressional "earmarks" for colleges and universities.

By painstakingly examining the often obscure details embedded in higher education funding measures, *The Chronicle* has unveiled what many observers already suspected: There has been a huge increase in congressional earmarks targeted for col-

Expensive education

The federal government is going to be in the mood for spending higher education, shouldn't quality be for something? We think so. Congress isn't quite there yet.

By *The Chronicle for Higher Education* shows that growth in earmarks for higher education has been rapid in recent years. These dollars are going to pay for a wide range of projects, from the construction of new buildings to the purchase of new equipment. What counts here is the amount of the money that is being spent.

As one West Virginia college president noted, "To me, pork is like building a highway into the sky. Where you place it is the only thing people are talking about."

That's the only thing people are talking about—the use of money to pay for and build a new center in science.

Pork barrel science getting out of hand

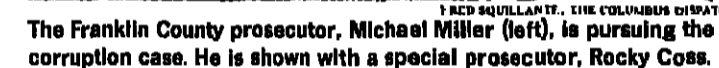
CLEMSON University is sharing an \$8 million Commerce Department grant with three other institutions to help make the American textile industry internationally competitive. The university also has received four other federal grants, one of them shared with other schools, totaling \$720,000.

What distinguishes these grants from ordinary federal research awards is that Congress legislated them, just as it legislated \$4.8 million from the Energy Department for the Medical University of South Carolina and \$1.1 million from the

LOBBYING GROUP ALSO CHARGED

[illegible]

Congressional aides said they disliked that plan because it would have reduced or eliminated grants for some students.



Mr. Ohm said the charges were

largest amount, according to the

Mr. Lantz spoke of the excellent men at college.

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Mr. Lantz spoke of the excellent men at college.

Business & Philanthropy

PHILANTHROPY NOTES

- U. of Alabama is given \$10-million for its business school
- Two colleges receive gifts to build performing-arts centers
- Former trustee gives institute for Advanced Study \$10-million

The owner of the Tampa Bay Buccaneers football team has promised \$10-million to the University of Alabama for its business school. It is the largest gift ever to the university.

Hugh F. Culverhouse, a businessman and lawyer in Tampa, Fla., plans to spread part of the gift to his alma mater over several years, with the remainder to be paid by bequest. Mr. Culverhouse received business and law degrees from Alabama in the 1940's.

Campus officials say the money will create an endowment for the College of Commerce and Business Administration. It will support student scholarships, faculty development, and various programs.

The gift kicked off the university's announcement of a five-year, \$165-million capital campaign and brought to \$62-million the total received in gifts and pledges.

—JULIE L. NICKLIN

Both Albertson College and Union College in New York have received gifts to build performing-arts centers.

At Albertson, a \$6-million gift came from Gladys Langroise, an arts patron from nearby Boise who had previously given the college and the Boise Philharmonic \$2-million for music education and performances on the campus.

College officials said the new gift would be used to build a center to house a 175-seat recital hall, gallery space, and the music, drama, dance, and visual-arts departments.

Albertson changed its name from the College of Idaho in November 1991, in honor of two other major benefactors—a grocery-store magnate, Joe Albertson, and his wife, Kathryn, both alumni.

A college spokesman said the latest gift "shows we're not just a one-person show here."

At Union, a \$3-million gift came from Morton H. Yulman, an alumnus who is the retired president and chairman of the Sealy Mattress Company, and his wife, Helen. The gift will cover much of the cost of building a small theater that will allow the college to develop its theater programs further.

Union is in the midst of a \$150-million campaign to celebrate its 200th birthday in 1995. College officials said the gift brought the total raised so far to \$60-million.

Mr. Yulman has also served four terms on the college's Board of Trustees. —GOLDIE BLUMENSTYK

The Institute for Advanced Study in Princeton, N.J., has received a \$10-million bequest from a former trustee. The gift is the institute's largest ever.

Gladys Kriebel Delmas, who served on its Board of Trustees from 1978 until her death last year, stipulated in her will that the money be added to the institute's endowment. The gift will bring the endowment's value to \$210-million.

Officials said the income earned

on the gift would help support programs in history, social science, mathematics, and theoretical physics.

The institute was created in 1930 as an independent center for scholarship. About 20 faculty members are organized in four schools, and each year about 160 scholars from around the world are invited to conduct research there.

Ms. Delmas and her husband, Jean, were executives of the Locite Corporation, which Ms. Delmas's father founded. Locite, in Hartford, Conn., manufactures adhesives and sealants. —J.L.N.

Briefly Noted

■ The Helene Fuld Health Trust has awarded \$2.1-million—its largest single grant ever—to the National League for Nursing to develop a computerized data base with information on nursing programs throughout the country. The league, the accrediting body for nursing schools, will also use the money to offer career counseling and job-placement services.

■ The foundation created by the founder of the Tandy Corporation has given Texas Christian University \$250,000 for an endowed professorship in ranch management. Started in the 1950's as a service to local ranchers, the program now attracts students from around the world for a nine-month certificate course that exposes its 35 students to various aspects of cattle and horse ranching, and meat and wool production.

Loyola U. of Chicago Will Close Its Dental School in June 1993

By GOLDIE BLUMENSTYK
Loyola University of Chicago has announced it will close its dental school in June 1993.

Loyola officials said the closing was necessary because enrollment had fallen, and it was no longer prudent for the university to subsidize the school's annual deficits, which have recently run as high as \$3-million.

They also said advances in dentistry had lessened the need for dental schools. "Unlike the past, fewer dentists are required to care for the population," said the Rev. Raymond Baumhart, Loyola's president.

The American Association of Dental Schools disputed Loyola's assessment of the need for dental education and urged the university's trustees to reconsider the closing.

"To make that decision is their prerogative," but the association "is taking strong objection" to their justification, said Allan J. Formicola, president of the association and dean of the school of dentistry at Columbia University. "From a national perspective, there is a need for this school."

In a prepared statement, the association acknowledged that oral health in the United States

had improved, but also said the need for dentists would remain high as the population ages.

Counting Loyola's, there are 55 dental schools nationwide. Five private dental schools have closed in the past six years.

Enrollment Fell by Half

Loyola officials said the decline in enrollment was a key factor in the closing. Loyola's school, like the other private schools, depended heavily on tuition income. The school has 260 D.D.S. students, about half as many as it had 10 years ago.

The university would require \$30-million in additional subsidies to keep the dentistry school open through 1996, said James A. Reilly, Loyola's assistant vice-president of public relations. Although Loyola is financially sound, trustees considered the closing "a business and an academic decision," Mr. Reilly said. "We're not needed, and we're losing money at it."

The 60 full-time faculty members and some part-time faculty will remain on the payroll through June 1993. Other employees will be offered transfers to other divisions in the university.

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Facilities. For a fine-arts center: \$300,000 to St. Bonaventure U.

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Media. For the Center for Integration and Improvement of Journalism: \$150,000 to San Francisco State U.

HELENE FULD HEALTH TRUST
405 Lexington Avenue, 28th Floor
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Nursing. For a computerized data base on every nursing school in the country: \$2.1-million to National League for Nursing.

JAPAN FOUNDATION CENTER FOR GLOBAL PARTNERSHIP
152 West 87th Street, 39th Floor
New York 10019

International issues. For the Japan-United States Committee for Promoting Economic and Social Development in East-Central Europe: \$229,593. —For projects on U.S.-Japan rela-

tions: \$200,000 each to Princeton U. and U. of Hawaii at Manoa.

—For projects on competition policies in a global economy: \$249,621 to U. of California at Santa Barbara.

—For a comparison of Japanese and American policies to promote the employment of people with disabilities: \$112,664 to Virginia Commonwealth U.

ANNE BURNETT AND CHARLES D. TANDY FOUNDATION
801 Cherry Street
Fort Worth 76102

Ranching. For a professorship in ranch management: \$250,000 to Texas Christian U.

UNION PACIFIC FOUNDATION
Martin Tower
Elgin and Eaton Avenues
Bethlehem, Pa. 18018

Computers. For computer links between the Writing Center, the English department, and other campus facilities: \$150,000 to Texas Christian U.

WALTON FAMILY CHARITABLE TRUST
126 West Central
Bentonville, Ark. 72712

Campus activities. To endow the Walton Arts and Ideas Series: \$1-million to U. of the Ozarks.

GIFTS & BEQUESTS

Georgia State University. For the business school: a building valued at \$5.50 million from NationsBank.

Vassar College. For scholarships: \$100,000 from the estate of Mildred Allen.

—Unrestricted bequest of \$322,479 from the estate of Evelyn Stowe Middleton.

—For a professorship: \$1-million from the estate of Malcolm Smith.

—Unrestricted bequest of \$127,072 from the estate of Anne L. Thorp.

Notes
Book

The 27 youngsters whose parents brought them to South Plains College to accept scholarship certificates last month didn't understand what all the fuss was about.

After all, college was a long way off for these tiny recruits, who ranged in age from a few days to a few weeks. The babies, who were dubbed the "Class of 2010," were just hours old when their startled parents were told that their sons and daughters would receive \$1,000 scholarships if the children graduated from high school and enrolled at the Texas college.

The awards were given to every baby born in the local hospital in April, which was "Community College Month," said Stephen S. John, director of college relations at South Plains. "Higher education should be a birthright, just as public education is."

Michigan State University's Department of Public Safety is offering victims of sexual assault a 10-point "guarantee."

Like other institutions, Michigan State "has had a hard time getting sexual-assault victims to come forward," said Bruce Benson, director of MSU's Department of Public Safety. "We hope this guarantee will let victims know that we take sexual assaults seriously."

Among other things, he said that public-safety officers would meet with a victim privately at a place the victim chose and that officers would keep the victim informed of the progress of the investigation. Mr. Benson has promised to meet with any victim who does not think his officers fulfilled the guarantee.

In "Race Relations on Campus: Stanford Students Speak," John H. Bunzel says white students at Stanford University have difficulty adjusting "to the new diversity of today's student body."

Mr. Bunzel, a senior research fellow at the Hoover Institution, notes that some black students have made that adjustment difficult for white students because they isolate themselves from the predominantly white student body.

He interviewed 54 Stanford undergraduates for his book, which was published by the Stanford Alumni Association. Mr. Bunzel highlights the comments of three representative students:

■ "The frustrated white" who said he "did not expect racism to be an issue at Stanford, but when I got here the whole topic just sort of confronted me."

■ "The black activist" who said that white students "were incredibly insensitive," but that the only choice for a black student was to "close your mouth and move on."

■ And "the black moderate" who socialized with white students but maintained "a solid core" of black friends so that she could "reach out to those who have felt the same pain."

Students

Private Colleges Unveil Tuition Discounts and Loans to Woo Middle-Income Students

Programs are latest salvo in the admissions wars

By MICHELE N-K COLLISON

Private colleges are offering tuition discounts and loan programs to lure middle-income students who increasingly have been attracted to less costly public institutions.

The programs give students tuition discounts of up to \$7,000 if they meet certain criteria—often family-income level or a minimum grade-point average. Some institutions offer loans that students need not repay if they meet certain conditions, such as graduating with a grade-point average of at least 3.8.

The tuition-discount programs are the latest salvo in the admissions battle. Many of the private liberal-arts colleges offering the programs have more spaces in their freshman classes than they have been able to fill. The number of high-school graduates has been declining since 1978, and colleges have had to scramble for their share.

Turning to Their Waiting Lists

Once again, many private institutions have accepted more students for admission than they have in the past and have taken students off their waiting lists to fill classes.

While some private institutions are struggling to maintain enrollments, many public colleges and universities have seen increases. In such states as California and New York, which have imposed sharp tuition increases to compensate for budget cuts, enrollment at some public four-year campuses decreased while enrollment at community colleges has increased.

As a result, private institutions are fighting over a dwindling pool of potential students. "The competition among private colleges is fierce," says Michael S. McPherson, a professor of economics at Williams College. "Colleges are more desperate to cut a deal. The top institutions are going a little deeper into their application pools, and that makes it that much harder for the next tier to get their class. You tend to see these tuition-discount programs promoted most energetically at colleges which are not at the top of the pecking order."

In addition to offering tuition discounts, some private colleges and universities have frozen their tuition rates or have given parents an opportunity to pay a fixed rate.

"We hope the lower price encourages bright students back into private colleges and universities," says John A. Synodinos, president of Lebanon Valley College. "We've been pushing the best kids to go to the public sector."

Achievement-Based Scholarships

Lebanon Valley hopes to win back some of those students by offering achievement-based scholarships. Students in the top 10 per cent of their classes, will have to pay only half of Lebanon's \$12,500 tuition.



John A. Synodinos, president of Lebanon Valley College: "We hope the lower price encourages bright students back into private colleges and universities."

Students in the top 20 per cent will receive a 33-per-cent discount and those in the top 30 per cent will get a 25-per-cent discount.

The plan may be working. In 1991, 181 students were enrolled in the freshman class, and 91 of them were in the top 30 per cent of their high-school classes. This fall,

students up to \$7,000 a year for a maximum of \$28,000. If the student graduates, the loan is forgiven. Tuition at Antioch is \$14,038.

■ Saint Norbert College offers a guaranteed-tuition plan that allows parents to lock in tuition for four years. Parents pay a one-time fee of \$2,000 that exempts them from annual increases in tuition, which has increased by 27 per cent over the last four years—from \$8,455 to \$10,730.

■ Dominican College in New York offers a fixed tuition rate of \$7,140 for the entire four years.

"We hope this fixed tuition rate will encourage new students to enroll," says Sister Kathleen Sullivan, president of Dominican. She acknowledges that the institution is taking a risk. But if Dominican had raised tuition, she says, the college probably would have enrolled fewer students in the fall. "If we have new enrollees and retain our continuing students, it won't have a negative impact on our finances," the president says.

The tuition discounts are part of an aggressive campaign by private colleges to persuade parents that although tuition at public colleges is cheaper, private colleges may be a better value, offering such things as smaller classes and better advising. Many private colleges have successfully used merit scholarships in the last three years to woo middle-income students who did not qualify for need-based aid. The tuition discounts are aimed at middle-income students who can't get financial assistance

Continued on Following Page

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NCAA Begins National Campaign to Counter Negative Publicity

Continued From Preceding Page
the sports scandal at the University of Virginia, where he was athletics director from 1981 to 1987. The NCAA used last week's seminar to show another side of Mr. Schultz and the association to reporters from Richmond and Lynchburg, Va., among others.

"It is important that the Washington-area media understand our story, with regard to the issues that are of importance," said David E. Cawood, an assistant executive director at the NCAA. "Congress is one of our primary publics, and they are going to depend on your publications to form their initial opinions. Too often, they've formed negative perceptions because their initial impressions haven't been based on facts."

Focus on 3 Issues

The day-long seminar focused on three issues that have been generating a lot of headlines, or are likely to do so in the coming months: gender equity, certifi-

cation of athletics programs, and the NCAA's investigative process.

On the gender issue, the association released statistics showing that while football is the largest roadblock to equity between men's and women's sports, the picture is not perfect even when football is excluded from the equation.

Ursula R. Walsh, the association's director of research, said that even after removing from consideration the NCAA sports played only for men and women—football, ice hockey, wrestling, and water polo for men and field hockey for women—the number of male athletes and the money spent on operating and recruiting costs for men still in Division I far outweighed the amounts for women.

"People say, 'If you just could take football out of the mix, we don't have a problem,'" says Phyllis Howlett, assistant commissioner of the Big Ten Conference and co-chair of the NCAA's special gender-equity committee. "This shows we do have a problem with

football out of the mix, and that we have a lot of work to do."

Ms. Howlett and Mr. Schultz both said they thought that efforts to promote equity would bring to the forefront an idea that has been discussed in NCAA circles before: replacing athletic scholarships with need-based aid.

Mr. Schultz said he had mixed feelings about the possibility of get-

"Congress is one of our primary publics, and they are going to depend on your publications to form their initial opinions."

ting rid of scholarships based on athletic ability, saying it could put private universities at a disadvantage, take aid away from middle-class athletes, and create concerns about the flexibility that individual colleges would have in formulating financial-aid packages.

But he said the change would give many needy athletes more as-

sistance than they now receive and create "fairly substantial" savings for many colleges. It also would promote sex equity by eliminating the 95 full scholarships that big-time football programs are permitted to provide.

Mr. Schultz and other NCAA officials also said last week that the association seemed on track to establish a certification process for sports programs at next January's annual convention.

Mr. Schultz first proposed three years ago that the NCAA create a program to regulate those aspects of a sports program that are difficult to control with traditional rules, such as the academic progress of athletes and the administration of programs.

John Leavens, a compliance director at the NCAA, said the association's certification committee would recommend a streamlined program that would emphasize four key areas: academic issues, financial issues, governance issues, and equity.

Such a plan, if it is approved by the NCAA council and presidents' commission this summer, would be much closer in format to the certification proposal offered by the

Knight Foundation Commission on Intercollegiate Athletics than the pilot program the NCAA established two years ago. Sports officials have criticized the pilot programs as being too broad and too burdensome.

Several central questions about the certification have yet to be answered, Mr. Leavens said, including the relationship between the NCAA's plan and efforts by regional accrediting groups to oversee sports programs.

Opposition Reported

Some college presidents are reportedly considering opposing the NCAA certification plan, favoring instead the new standards established by the Southern Association of Colleges and Schools to regulate athletics programs.

Another major issue that has not yet been decided by the certification committee is what the public will learn about the review of a sports program. Neil S. Bucklew, president of West Virginia University, said he thought the results of an institution's review should be made public, and Mr. Leavens said he believed the certification panel would take the same position.

Athletics

Disputation Case

Mikhail S. Gorbachev's first visit to Israel set off a flurry of competition among the country's seven universities—and between them and the Foreign Ministry—for the former Soviet president's time and attention.

June is when most Israeli universities hold meetings of their Boards of Governors, which typically include many members—many of them major donors—from overseas. The opportunity to introduce board members to a major international personality—and specifically, one who was responsible for decriminalizing Zionism in his country and for allowing Soviet Jews to emigrate to Israel—was one the universities jumped at. Mr. Gorbachev also received an official invitation from the Israeli government.

During his visit last week, Mr. Gorbachev made appearances at the Technion-Israel Institute of Technology in Haifa, at Bar-Ilan University in the Tel Aviv suburb of Ramat Gan, and at Ben-Gurion University in Be'er Sheva. He was originally invited by the Technion, which awarded him its \$35,000 Harvey Prize for his contributions to world peace. The award stirred some controversy on the campus and a handful of faculty members boycotted the ceremony to protest his selection.

The newspaper *Ha-Aretz* also reported that Tel Aviv University had invited the former Soviet leader to receive an honorary degree, but had conditioned the award on Mr. Gorbachev's agreeing to give a speech at the ceremony. When the university reportedly was informed that Mr. Gorbachev's fee for a speech was \$10,000, the institution revoked its invitation.

Riot police arrested 10 students this month at Nairobi University.

According to press reports, the police entered the campus after students stoned motorists, damaged buildings, and tried to block the road to the official residence of Kenyan President Daniel Arap Moi.

Dissatisfaction with cafeteria food reportedly sparked the violence, but reports from Nairobi said students also were angry with the university's refusal to recognize a new campus organization because of its supposed links to opposition political parties.

The American University of Beirut has been promised \$3-million by the United States to help rebuild College Hall, demolished in a car-bomb explosion in November.

The university has estimated the cost of replacing the structure, which was the oldest on the 125-year-old campus, at about \$200-million.

"This donation is a symbolic help and a sign of support of my government to the AUB," Ryan Crocker, the U.S. Ambassador to Lebanon, told reporters in Beirut.

International

FROM ADVERSARY TO ADVISER

After Soviet Collapse, Hoover Institution Finds a New Role Abroad and New Interests at Home



Richard Sousa (left), an associate director of the Hoover Institution, outside the U.S. State Department with Branislav Mladenov, Third Secretary in the Bulgarian Ministry of Foreign Affairs. "We're not trying to brainwash these guys."

By PETER MONAGHAN
STANFORD, CAL.

Scholars at the Hoover Institution on War, Revolution, and Peace worked hard for decades to convince anyone who would listen of the evils of Marxism and the regimes that championed it.

The research center located on the campus of Stanford University played what Paul L. Davies, Jr., chairman of its Board of Overseers, describes as "a consistent, principled, and often lonely role in studying the Soviet enterprise

and exposing its evils." But since the dissolution of the Soviet Union and the end of Communist rule in the former Eastern bloc, some scholars at Hoover have been wondering just what the institution should do now.

Attention to Domestic Policy

"People here are very excited and positively attuned to movement toward democratic capitalism and other developments in Europe and the former Soviet Union," says John Raisian, the direc-

tor of the Hoover Institution. "But fellows here are beginning to ask themselves, now that there are these positive developments abroad, if it's time to be concerned about problems here at home."

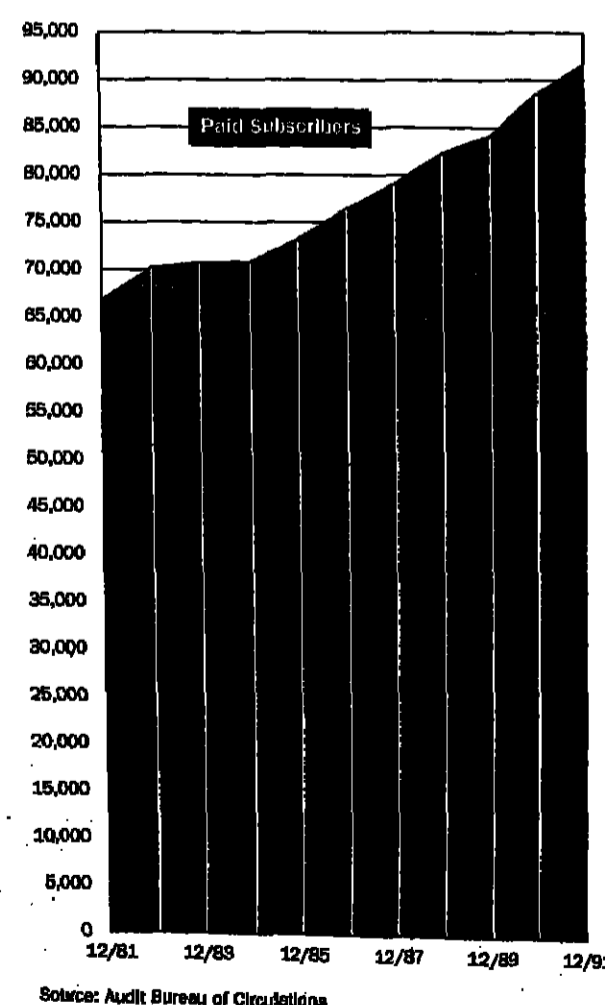
That domestic policy is being given more attention by scholars here is just one of several changes at the Hoover Institution, the most striking and richly ironic of which is the transformation of its relationship with the former Com-

Continued on Following Page

Thanks!

The Chronicle of Higher Education

Audited Circulation



Athletics Notes

Continued From Preceding Page
days in 1988 and lent athletes a bicycle and a car.

Ms. Dell, whose teams have participated in the national championships in 13 of her 19 years at Minnesota, said that male coaches typically kept their jobs despite committing minor infractions.

She said she had filed complaints with the Equal Employment Opportunity Commission alleging sex and ethnic discrimination.

—KRISTIN LIEB

Students at the University of Wisconsin at Madison have sued the university in state court, claiming a \$10-a-semester fee to help bail out the debt-ridden Badger sports program is unfair.

The fee was first imposed three years ago, when the athletics department was about \$2-million in the red. After receiving \$2.2-million from the fee, the program still has a \$1.9-million deficit, a college spokesman said.

At the request of Chancellor Donna E. Shalala, the Board of Regents voted this month to extend the fee for two years. The money is part of \$120 in various fees that students pay each semester.

Victor DeJesus, a senior who is co-president of the Wisconsin Student Association, which filed the suit, said the group supported the sports program but did not feel that students should have to bail it out.

He also said the regents did not have the authority under state law to levy the fee, which is expected to be included on tuition bills that will be sent out next month.

The student association sued both to block the fee and to get a judgment on whether the board has the right to impose it at all. The students claim that the fee must be approved by a student committee.

William J. Richner, assistant vice-chancellor for administration at Madison, said state laws gave the regents the authority to levy

fees that are "necessary and relevant to the educational purposes of the university." He said the athletics fee was needed to "stabilize" the athletics department and help relieve its debt.

—D.E.B.

Briefly Noted

■ As expected, a House-Senate conference committee adopted as

PEOPLE IN ATHLETICS

Rick Bowen, men's basketball coach at U. of Wisconsin at River Falls, also to director of men's athletics.

Joseph Bush, football coach at Hampden-Sydney College, also to athletics director.

Rennie Choate, men's golf coach at Sam Houston State U., to athletics director.

Jody Conradt, women's basketball coach at U. of Texas at Austin, also to interim director of women's athletics.

John D'Argento, director of sports information at Siena College, also to interim athletics director.

Ben Devine, former athletics director and football coach at U. of Missouri at Columbia, to interim director of athletics at Missouri.

Richard Farnham, assistant athletics director and men's lacrosse coach at U. of Vermont, to athletics director.

Gonnie Foster, women's gymnastics coach at U. of Wisconsin at River Falls, to director of women's athletics.

Denny L. Fox, men's basketball coach at Cardinal Stritch College, also to athletics director.

Amy Frankenstein, assistant commissioner of the Eastern College Athletic Conference, to athletics director at Cne College.

Ron Guenther, director of gifts for the University of Illinois Foundation, to director of athletics at U. of Illinois at Urbana-Champaign.

James Haney, commissioner of the Big West Conference, to executive director of the National Association of Basketball Coaches.

John W. Hieks, professor of agricultural economics at Purdue U., also to interim director of athletics.

Gary Hunter, athletics director at U. of Idaho, to athletics director at Wichita State U.

Willie Jetties, athletics director and football coach at South Carolina State College, has announced his retirement as director, effective July 1.

James L. Jones, athletics director at Ohio State U., also has been named

president of the National Association of Collegiate Directors of Athletics.

George S. King, Jr., athletics director at Purdue U., has retired.

Mike Lude, former athletics director at U. of Washington, to athletics director at Auburn U.

Charles McCandless, executive director of the American Football Coaches' Association, has announced his retirement, effective February 1994.

Sandra Moore, interim athletics director at Kenyon College, to director of athletics, health, and physical education at State U. of New York at Oswego.

Randy Nordol, associate director of athletics at Portland State U., to director, effective July 1.

Thomas J. O'Connor, athletics director at U. of San Diego, to athletics director at Saint Bonaventure U.

Donald Page, athletics director at U. of Wisconsin at River Falls, has announced his retirement, effective August 31.

Ronald Petro, athletics director at U. of Alaska at Anchorage, to athletics director at U. of Rhode Island.

Christopher Ritzdorf, associate director of athletics at Stanford U., to athletics director at U. of Northern Iowa.

J. Philip Roesch, athletics director at Guilford College, to athletics director at Rollins College.

David Schroeder, athletics director and football coach at Lindenwood College, to athletics director and football coach at Teikyo Westmar College.

Thomas Salts, executive director of the Palm Beach County Sports Authority, to athletics director at Jacksonville U.

Judy Sherman, associate director of athletics and women's softball coach at Pacific U., to director.

Rita Shinden, interim co-director of athletics at U. of Wisconsin at Stout, to director.

Norm Sundstrom, athletics director at Allegheny College, has announced his resignation, effective June 30.

Richard E. Szless, athletics director and men's lacrosse coach at Drew U., to athletics director at Wesley College.

Changes at Unesco Prompt Some Interest in Having U.S. Rejoin Agency

By KIM A. McDONALD
WASHINGTON

After nearly a decade, the United Nations Educational, Scientific, and Cultural Organization is correcting some of the problems that led the United States to withdraw from the Paris-based organization in 1984.

A Congressional report scheduled to be released this week concludes that, although some problems remain, Unesco has apparently eliminated many of the poor management practices and much of the overspending that plagued the organization throughout the 1980's.

The report, which was produced by Congress's main investigative arm, the General Accounting Office, is expected to be at the center of discussion at a hearing this week by three Congressional panels

that oversee Unesco's activities. They are the Subcommittee on International Operations and the Subcommittee on Human Rights and International Organizations, both of the House Foreign Relations Committee, and the Subcommittee on the Environment of the House Committee on Science, Space, and Technology.

Administration Is Opposed

While the report bolsters the arguments of U.S. science leaders and lawmakers who believe the United States should rejoin Unesco, the Bush Administration contends that problems still remain and opposes such a move.

Officials at Unesco, which was established in 1945 to promote international collaboration "through education, science, and culture," have long sought the re-

newed participation of the United States to increase Unesco's credibility and to help support its operations. The agency's budget is \$443-million for the 1992-93 biennium.

U.S. officials had hoped that the American withdrawal from Unesco would force it to make rapid changes in its management, reduce its costly and ineffective administration, and "depoliticize" programs such as the New World Information and Communication Order. That effort was developed in the 1970's to help third-world countries obtain more positive press coverage, but Western nations found the program objectionable and charged that it encouraged censorship of the press.

In 1987, a new Director General, Federico Mayor of Spain, took over Unesco, replacing Amadou Mahtar M'bow of Senegal.

Continued on Page A33

With Soviet Demise, Hoover Institution Takes On New Role

Continued From Preceding Page

monist bloc from an adversarial one to an advisory one.

Hoover fellows have been among the many American scholars advising new governments in the region, particularly that of Russian President Boris N. Yeltsin.

"We've been offering ourselves as an advisory resource to these emerging democracies in return for knowing what's going on a little more closely than we would have from newspaper reports," Mr. Raisian says.

Over the past three years, Hoover Institution scholars have advised government officials from Bulgaria, Czechoslovakia, Hungary, the Mongolian republic, Poland, Romania, and Russia on such policy issues as price liberalization, privatization, fiscal policy, and constitutional reform. Heads of state of many of those nations—as well as government, industry, and union officials—recently have visited the institution, often at the invitation of George P. Shultz, the former U.S. Secretary of State who now is a distinguished fellow at Hoover. Last month Mikhail S. Gorbachev was here.

Some critics of the Hoover Institution are cynical about the apparent sea change in its mission. In an article in *The Nation*, Jon Weiner, a professor of history at the University of California at Irvine, characterized the corps of Hoover fellows deployed to advise the Russian government as "right-wing ideologues, Republican consultants, former Reagan operatives, and old-time hustlers [who] have hyped their influence on Yeltsin in an effort to regain their lost place in the sun of American politics."

While Hoover fellows flocked to Washington in the Reagan years, reinforcing the image of the institution as a conservative, Republican stronghold, Mr. Raisian says, "There's a lot more breadth of opinion here than people really know." Fellows here often mention that the institution has a sizeable minority of Democrats.

An Improbably Prospect

Still, the prospect of Hoover scholars' telling government officials from Eastern Europe how to embrace free-market economics would have been improbable a few years ago. Now the old Eastern bloc is even entrusting young diplomats to the care of Hoover mentors. Twelve diplomats are spending a semester here under a program that grew out of a discussion among Jerzy Makarczyk, Poland's deputy foreign minister, Mr. Raisian, and Mr. Shultz.

One of those taking part in the program is Branimir Mladenov, the Third Secretary in the Bulgarian Ministry of Foreign Affairs. "This is a unique chance to be in contact with such famous scholars and academicians and politicians whom we know only by their works," he says. "I couldn't imagine it even two months ago."

Among the resident scholars with whom the diplomats have met

are the economist Milton Friedman, a senior research fellow.

The diplomats live in graduate-student housing, take classes, and visit local organizations and companies. They also make field trips, including one last week to Washington, where they met with key politicians and diplomats and visited government agencies and international organizations. At the State Department, the Hoover group crossed paths with President Yeltsin's delegation, in town for the summit with President Bush.

"We're not trying to brainwash these guys," says Richard Sousa, an associate director of Hoover. "We like to think America sells itself."

Most observers would grant that the Hoover Institution has succeeded in making its mark, and not just because history has cooperated with its agenda.

The institution was founded in

"We've been offering ourselves as an advisory resource to these emerging democracies in return for knowing what's going on."

1919 by Herbert Hoover, a long-time Stanford trustee, a decade before he was elected President. He intended it to be an archive of historical materials about World War I and humanitarian relief.

Archives Are Famous

The institution's archives have been its greatest claim to fame. For years, scholars and authors who came here—including luminaries like Alexander Solzhenitsyn—have been able to study original documents from the history of this century. The documents include Leon Trotsky's papers, official records of the White Russian side of the Russian Revolution, and unique and rare ephemera.

With changes in the world, says Charles G. Palm, Hoover's deputy director, "collecting activity has been greatly intensified." The institution is now gearing up in anticipation of a sharp increase in visits by foreign scholars.

In an era of unusual developments, one of the most extraordinary involving the Hoover Institution was the agreement it reached this year with the Committee on Archival Affairs of the Russian Federation, or Roskomarkhiv. Under the pact, the Hoover Institution will microfilm records of the Communist Party of the Soviet Union from 1917 to the party's fall from power late last year. Most of the 25 million pieces of paper involved had been classified.

In exchange for receiving the Communist Party records, the Hoover Institution will provide Roskomarkhiv with microfilm copies of that material as well as copies of its own vast holdings in Russian and Soviet history.

The agreement, says Mr. Palm, "will bring to scholars everywhere this incredibly important body of new knowledge."

"What it will reveal," he adds, "is anybody's guess."

Protesting Students Seize Buildings in Belgrade

By DUSKO DODER

University students in Belgrade staged a dramatic protest last week against the government of Serbian President Slobodan Milosevic.

Unlike their Tiananmen Square-style street demonstrations in March, the students' tactic this time was to seize the downtown-Belgrade buildings of 12 university faculties. Among other things, they called for the resignation of Mr. Milosevic and for new elections.

Until now, students in Belgrade and the rest of Serbia have been less determined than their counterparts in other East European countries in trying to bring down a Communist regime. Protests here have fizzled out, and student leaders have been punished by being sent to the front line in the Serbian Army's wars in Croatia and Bosnia-Herzegovina.

The students also have lacked widespread support among the general population in Serbia, which has been considered politically docile. That may change as United Nations sanctions against Serbia begin to take hold and discontent spreads.

Discontent in the Capital

There has long been discontent in intellectual circles and especially in the capital with Mr. Milosevic's dictatorial Communist rule. But the discontent has not been mirrored in the countryside, where the main source of news has been the propagandistic Belgrade television, largely controlled by the President and his supporters.

Almost 15,000 University of Belgrade students effectively took control of the institution after administrators refused to proclaim a general strike. Rector Rajko Vrnar subsequently said, "Students and professors believe in the need for radical changes in our society."

But, he added, there were disagreements about "the ways and means of getting out of the crisis."

A large number of professors joined the protesting students. The dean of the Faculty of Philosophy, Ivan Stajic, assailed the university administration for failing to side openly with the students. "If the majority of the students are be-

U. of Mexico Says It Will Proceed With Controversial Tuition Hike

By RHONA STATLAND DE LOPEZ

MEXICO CITY The National Autonomous University of Mexico announced last week that it would raise annual tuition to about \$670 from the current 6 cents, a level at which it has been frozen for 44 years.

The university's rector, José Sarukhán Kermes, said the new tuition rate—which amounts to an increase of more than one million percent—would take effect in the fall.

The announcement came after months of delay and controversy (*The Chronicle*, June 10). The university, known as UNAM for its initials in Spanish, historically has prided itself on its dedication to the ideal of an accessible education for all. So, even faced with a dire financial outlook, UNAM hesitated to raise its tuition out of fear that many of its 270,000 students would



Signs of Belgrade student protesters say: "Go Away," "Do You Have Food for Children?" and "President: Why Don't We Have Friends?"

hind this, than I am with them," he said.

The student action followed a series of anti-war protests organized by various groups and aimed at toppling the Milosevic regime. On the day of the first protest, tens of thousands of people attended an opposition rally, where speakers blamed the Milosevic government for the war and economic disaster.

Non-Partisan Posture

Student leaders have been careful to maintain a non-partisan character in their protest. Strict security measures were in effect to prevent outsiders from entering the occupied buildings. Some residents supported the protesters by providing them with food.

Mr. Milosevic attempted to ne-

gotiate with separate university groups, but he turned his meeting with four student leaders into a stern lecture. With his political position rapidly eroding, he could not afford to send the police or the army against the protesters to crush the demonstration, as he did last year. The possibility that the protest could spark a wider movement against his rule is growing.

The authorities apparently hope that the protest will fizzle. Diplomats here said the President could be in serious trouble if workers threw their support to the protesters. While no signs of that emerged last week, the protest did spread to other university towns in Serbia. Police were deployed at the universities in Novi Sad and Nis to contain demonstrations there.

here thought the university would settle for.

In an effort to soften the blow, the university has put together a comprehensive scholarship and financial-aid program. A family earning less than \$300 a month, for example, would not be required to pay any tuition at all for its children to attend UNAM. University officials estimate that 90 percent of UNAM's student body will benefit in some way from the aid plan.

Mr. Sarukhán stressed that the tuition increase in no way altered UNAM's commitment to education for all.

In response to critics who have said that a tuition increase would be a step toward privatizing the university, the rector pointed out that UNAM still received a government subsidy equal to about 90 percent of its operating budget.

Program to Soften the Blow

Many members of the university community said they were surprised by the size of the proposed increase. At \$670, the new tuition is about twice what most observers

International

Changes at Unesco Hearten Those Who Hope U.S. Will Rejoin Agency

Continued From Page A31

gal, whose management of the organization had been the source of much of the discontent. Mr. Mayor promised to make substantial reforms. But a 1990 report by the State Department concluded that in his first few years Mr. Mayor had been ineffective as a manager and that his organization had not succeeded "in translating his assurances into concrete measures of reform."

"Regrettably, Unesco at this stage does not possess the characteristics of a well-managed and focused organization," said the report, which recommended against the United States' rejoining the organization.

Some of those problems, however, now appear to have been resolved. British officials, who terminated their country's Unesco membership in 1985, say they are encouraged by recent reports that the organization has fired many of its unproductive managers and eliminated some of its controversial programs.

'Reasonably Pleased'

"We're looking to rejoin as soon as it is appropriate," said an official at the Foreign and Commonwealth Office in London. "We're reasonably pleased by the reforms that have gone on."

So too is Rep. Esteban E. Torres, a California Democrat and the U.S. Ambassador to Unesco from 1977 to 1979, who opposed U.S. withdrawal from the organization. He is expected to argue at this

week's hearing that the end of the cold war and the growth of ethnic and cultural conflicts in the world make it imperative that the United States again participate fully in Unesco's programs.

"We need to be informed, we

"The bottom line is, Where is the money going to come from? That's something that no one has addressed at all."

need to be participants in these debates," said an aide to Mr. Torres. While such arguments may put pressure on the Bush Administration to rejoin Unesco, many Administration officials believe the prospects of that happening soon are slim, at best.

A State Department official said Unesco's membership fee for the United States of \$55-million per year is one major impediment.

"In these particularly stringent budget times," the official said, "we would have problems coming up with that money."

In addition, many State Department analysts say the reforms at Unesco have been insufficient for the U.S. to consider rejoining.

The specific reasons are likely to be outlined in a report that the State Department plans to issue next month. Some U.S. scientists,

however, think failing to rejoin would be a mistake.

Frank Press, president of the National Academy of Sciences, said that although U.S. scientists now participate in Unesco programs, membership in the organization would allow the United States to influence its agenda.

"If Unesco didn't exist, we would have invented it today," he said, adding that many of the pressing scientific and environmental problems facing the United States, such as climate change, are global in nature and require interaction with developing countries.

Mr. Press said he supported the U.S. decision to withdraw from Unesco in 1984 because of the politicization of the organization's programs. But he said that with Mr. Mayor's success in depoliticizing the organization and reducing much of its bureaucracy, the time had come for the United States to consider rejoining.

British officials emphasize that they are "not in any great rush" to rejoin. Before their country enters into any agreement with Unesco, they say, they want to see some additional tightening of the organization's finances and bureaucracy.

Question of 'Back Taxes'

"We want to see value for our money," said an official of Britain's Foreign Office. He added that it was not clear whether Britain would be asked to pay "back taxes" for the seven years it has been out of the organization, in addition to the country's \$15-million a year membership fee. But he said his government's position was that it should not have to pay any such assessment.

That is also the position of the State Department, which says paying Unesco's \$55-million a year membership fee itself would present a hardship. State Department officials say their agency cannot now meet its financial obligations to all of its United Nations projects and is facing additional expenses for the U.S. share of maintaining UN peacekeeping forces.

"The bottom line is, Where is the money going to come from?" said one Congressional aide. "That's something that no one has addressed at all."

"There's a lot of talk about rejoining Unesco, and there is a serious consideration of issues that would have to be resolved," he said. "But there are a lot of hurdles to overcome."

Universities Criticized

The Higher Education Minister, Peter Baldwin, accused some universities of failing to meet commitments they had made to provide an adequate number of openings.

Mr. Baldwin said the government was looking at a range of alternatives to try to increase higher-education opportunities, including expanding Australia's "open learning project," which provides university courses by television, complemented by printed material. But so far only about 4,000 students have enrolled to take the televised courses.

The reality is that thousands of Australians who are eligible to enroll in a university probably will never get the chance.

Although the country's population of 17-to-19 year-olds is expected to fall over the next three years, a huge jump in the number of students finishing secondary school means that more and more are applying for university admission.

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Distressed by Earth Summit, Scientists in Brazil Hold Their Own Meeting

By DANIELA HART

RIO DE JANEIRO Distressed that science was given little room on the agenda at this month's United Nations environmental conference here, researchers in Brazil organized their own summit on the subject.

The Rio Science '92 Forum provided a platform for a critical assessment by both Brazilian and foreign scientists of what was being discussed at the U.N. Conference on Environment and Development—as well as subjects they felt had been left out of it, including nuclear arms and energy, population, and poverty.

Ennio Candotti, president of the Brazilian Society for the Advancement of Science, said the U.N. conference—which came to be known as the Earth Summit—had failed to address a crucial issue: How can researchers break through barriers that hinder international scientific and technological cooperation?

"The current world order does not favor the propagation of knowledge," he said. "First-world countries prefer giving underdeveloped countries fish rather than fishing rods."

A chronic lack of funds, he said, makes it hard for some countries to put to use even scientific knowledge that is developed locally.

The Rio Science '92 Forum was organized by the Brazilian Society for the Advancement of Science, the Brazilian Academy of Science, and the Federal University of Rio de Janeiro, where it was held.

Hopes for More Attention

The meeting also was intended to show society in general and politicians in particular that Brazil is not taking advantage of the scientific knowledge the country possesses on environmental issues.

"The Brazilian government makes little use of the very considerable scientific knowledge we have in environment-related areas," said Luis Pinguelli Rosa, coordinator of the science and culture forum at the Federal University of Rio de Janeiro, who was chairman of the meeting. "The government might call on scientists for specific projects, but not to formulate policies."

Some academics here expressed

the hope that as a result of the U.N. summit, scientific research would be more highly valued in Brazil, young people would show a renewed interest in such subjects as botany and physics, and more funds would become available for research.

Brazil's Minister of Education and Interim Secretary of State for the Environment, José Goldemberg, suggested in his opening speech at the science forum that more resources for research might be forthcoming.

'Politicians Are Not Aware'

Some of the scientists said they thought similar meetings could serve to increase the possibility of scientists' gaining some influence over politicians and policy makers in environment-related areas, at least over the long term.

"Science does not attract votes, so politicians tend to ignore it," said Wolfgang Christian Pfeiffer, a professor of biophysics at the Federal University of Rio de Janeiro. "Mostly, politicians are not aware of the country's technical and scientific capacity."

A specialist in water pollution, Mr. Pfeiffer said that when he had been able to detect problems and offer solutions to local or state governments, it always had been through his department's initiative, not the government's.

The only Brazilian politician who took part in the debates at the Rio Science '92 Forum was Fabio Feldman, a federal legislator from a "green," or environmentally oriented, political party.

While he agreed that politicians as a rule did not realize the importance of scientific knowledge, Mr. Feldman said a new channel of communication must be opened between the scientific community and parliament.

The problems that politicians and scientists have had in communicating with each other were not the sole fault or responsibility of the lawmakers, he said. Universities and research institutes tend to be "closed in on themselves," he contended, with little communication with the larger society.

"Scientists," Mr. Feldman declared to a large gathering of them, "are a complicated group to deal with."

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Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS

IN A UNANIMOUS DECISION, the Yale Corporation named an acting president for Yale University last week. **Howard R. Lamar**, a renowned historian of the American West, will take office July 1. Now the Sterling Professor of History at Yale, Mr. Lamar has been on the faculty since 1949 and served as dean of Yale College from 1979 to 1985.

In announcing the selection, **Vernon R. Loucks, Jr.**, a senior fellow of the corporation, said: "For almost 300 years, one of Yale's greatest assets has been a strong sense of community, and no one better represents this spirit than Howard Lamar. . . . He is a scholar and administrator who has always commanded the respect of his colleagues, he is a popular figure among both students and alumni, and he is someone with proven interest in furthering the partnership between Yale and New Haven." (Benno C. Schmidt, Jr., who resigned unexpectedly last month as Yale's president, had been criticized on all three of those counts.)

It is unlikely that Mr. Lamar, 68, will be a candidate for the position on a permanent basis. A search committee has not yet been named.

Ross Perot recently selected a few graduate schools of public policy from which to recruit students or recent alumni to serve on a team of researchers for his Presidential campaign. Of the six students and alumni selected, three came from the University of California at Berkeley and one each from Harvard and Syracuse Universities and the University of Texas at Austin.

Harvard officials don't know how Mr. Perot did his recruiting there, but officials of the other institutions said they had received calls last month asking for résumés. Perot-campaign operatives reportedly said that those selected would receive \$25,000 for five months of work.

Paul L. L. Biddle, who triggered massive government investigations into improper overhead charges at Stanford University, has lost his bid for a Congressional seat (Name Dropping, February 12).

Mr. Biddle resigned from his government job as the Navy's campus representative at Stanford to run in the California Republican primary for the Congressional district that includes the university. He came in fourth in a field of five contenders, winning about 14 per cent of the vote.

Mr. Biddle said he would probably run again, because of the strong support he said he received. He said he had spent only about \$4,200 in the campaign.

Despite efforts by an Oklahoma legislator to prevent her being paid while on sabbatical, **Anita Hill**, the professor of law at the University of Oklahoma who came to national attention during the hearings on the appointment of **Clarence Thomas** to the Supreme Court, will receive half her annual salary.

The legislator, State Rep. **Tim Pope**, asked the regents not to pay Ms. Hill, saying, "I do not understand, nor do the taxpayers in my district, why they should be required to subsidize her making \$10,000 per speech all over the country."

Richard Van Horn, the university's president, said Ms. Hill had applied for her sabbatical a year ago. "Her proposal was found worthy. . . . The things that happen outside the university in her life are really not relevant to the decision."

During her sabbatical, Ms. Hill will work on a manuscript on sexual harassment as well as conduct research on commercial law and gender.



Tanya Hilton
American Association of University Women Educational Foundation

Thomas McFadden
Marymount College (Cal.)



Peggy Sullivan
American Library Association



Freeman A. Hrabowski, III
University of Maryland-Baltimore County



John Wesley Cook
Henry Luce Foundation

New college and university chief executives: California School of Professional Psychology, Lisa Porché-Burke; Marymount College (Cal.), Thomas McFadden; Nazarene Theological Seminary, Gordon Wetmore; Northwestern Connecticut Community College, R. Eileen Baccus; Quinebaug Valley Community College, Dianne Williams; Tunxis Community College, Charles Ekstrom; University Center at Tulsa, Rodger Randle; University of Maine at Machias, Paul E. Nordstrom.

Other new chief executives: American Association of University Women Educational Foundation, Tanya Hilton; American Library Association, Peggy Sullivan; College Consortium for International Studies, Jane Coutant Evans; Henry Luce Foundation, John Wesley Cook.

Appointments, Resignations

Peter C. Alexander, lawyer in Champaign, Ill., to professor of law at Dickinson School of Law.

James S. Allen, vice-president for academic affairs at Julliard School, to provost and dean.

Jeffrey W. Alsate, director of academic services and recruitment at the Rockland campus of Iona College, to director of graduate programs in the school of business at Seton Hall U.

R. Eileen Baccus, president of Thames Valley State Technical College, to president of Northwestern Connecticut Community College.

Gary A. Bouse, development associate at Indiana U. Foundation, to director of

annual-giving programs at Georgia Southern U.

Robert E. Boyer, dean of the college of natural sciences at U. of Texas at Austin, has announced his resignation, effective in June 1994.

Teri Brooks, chair of journalism and mass communication at New York U., to dean of the school of communications at Pennsylvania State U.

Thomas J. Clinque, associate dean and professor of medicine in the school of medicine at U. of Nevada at Las Vegas, to dean of the school of medicine at Creighton U., effective August 1.

Arthur L. Clark, member of the staff at Instrument Society of America (Research Triangle Park, N.C.), to dean of adult and continuing education at Durham Technical Community College.

Stevenson W. Close, Jr., senior director of institutional advancement at National Aquarium (Baltimore), to asso-

ciate vice-president and director of development at Western Maryland College.

Margaret W. Curtle, associate dean of the faculty at Lawrence U., to provost Albion College.

Booker T. DeVaughn, president of Northwestern Connecticut Community College, to president of the comprehensive college formed by the merger of Mohagan Community College and Thames Valley State Technical College.

Charles Ekstrom, president of Washington State Technical College, to president of Tunxis Community College.

C. Ronald Ellington, dean of the law school at U. of Georgia, has announced his resignation, effective in July 1993.

Julius Ertel, dean of the college of arts, letters, and sciences at U. of Wisconsin at La Crosse, to provost and vice-chancellor.

Robert E. Foster, chief operating officer and executive vice-president at World Business Council (Washington), to vice-president for administration and finance at Rose-Hulman Institute of Technology.

Rachel Fortney, dean of the college of humanities and social sciences at Indiana U. of Pennsylvania, to dean of the school of humanities and social sciences at Montclair State College.

William Fry, professor of health-services administration at College of St. Francis (Ill.), to chair of health-services administration at St. Mary's College (Cal.).

James Friest, assistant professor of general studies and director of the desk-top-media laboratory at Milwaukee School of Engineering, to program director of technical education.

Marie Lucy Friederichs, assistant director of financial aid at U. of St. Thomas, to day undergraduate admissions director.

Thomas Fryer, chancellor of Foothill-De Anza Community College District, has announced his retirement, effective June 30, 1994.

Michael A. Gahab, former vice-chairman of internal medicine at Wayne State U., to associate dean for clinical affairs in the school of medicine at State U. of New York at Stony Brook.

Robert J. Gammott, dean of the school of letters and sciences at State U. of New York College at Brockport, to provost and vice-president for academic affairs.

Don P. Giddens, co-director of the Emory/Georgia Tech Biomedical Technology Research Center and director of the department of aerospace engineering at Georgia Institute of Technology, to dean of the school of engineering at Johns Hopkins U.

James A. Goodman, president of Morehouse School of Medicine, has announced his resignation, effective July 6.

Larry Giffith, vice-president for business affairs and treasurer at Mount Union College, to vice-president for business affairs at Franklin College.

Robert J. Gorman, executive assistant to the president at Wilkes U., to dean of the school of liberal arts and human sciences.

Samuel S. Hook, executive director of Tennessee Conference United Methodist Foundation (Nashville), to vice-president for development at Centenary College (La.).

Freeman A. Hrabowski, III, executive vice-president and vice-provost at U. of Maryland-Baltimore County, to interim president, effective September 1.

Carol Nagy Jocklin, chair of psychology and professor in the Program for the Study of Women and Men in Society at U. of Southern California, to dean of the division of social sciences and communication.

Lee C. Johnson, coordinator of minority affairs and graduate programs in the office of career services at Georgetown U. Law Center, to associate director of admissions.

John F. Kasser, assistant director of planned giving at U. of Maryland system, to associate director of planned giving at U. of Virginia.

One Nelson, vice-president for student development and dean of students at Carroll College (Wis.), to vice-president for student affairs at Saint John's U. (Minn.).

Michael P. Kenahan, director of foundation and corporate relations at U. of Notre Dame, to assistant vice-president for university relations and advancement and director of development at Xavier U. (Ohio).

Roger E. Konoike, professor of astronomy at State U. of New York at Stony Brook, to head of the division of science at Pennsylvania State U. Erie, the Behrend College.

Howard R. Lamar, professor of history at Yale U., to acting president, effective July 1.

Donald J. Lange, Jr., acting vice-president for business and finance at Auburn U., to vice-president.

William L. Larson, professor of clinical nursing research at Johns Hopkins U., to dean of the school of nursing at Georgetown U.

Joseph Leebing, dean of engineering and professor of mechanical engineering at Manhattan College, to dean of the school of engineering at U. of Dayton.

John A. Lopez, vice-president for student affairs at Washburn U., to vice-chancellor for student affairs at Minnesota State U. System, effective August 1.

Robert Lund, assistant professor of general studies at Milwaukee School of Engineering, also to director of the desk-top-media laboratory.

Conrad Mallitt, president of Greater Hartford Community College, to president of the comprehensive college formed by the merger of that institution with Hartford State Technical College.

Lauren W. Mazzano, associate vice-president for academic affairs at Mesa State College, to vice-president for academic affairs at Ursuline College.

Hugh J. McAllister, assistant professor of finance at Becker College, to associate professor of finance at St. Mary's College (Cal.).

Thomas McFadden, academic vice-president and dean of St. John Fisher College, to president of Marymount College (Cal.), effective in August.

Donna McKinlay, dean of student affairs at U. of Michigan at Dearborn, to vice-chancellor.

Harry G. Miller, professor and associate vice-president for academic affairs and research at Southern Illinois U. at Carbondale, to dean of adult and continuing education at American U. in Culro.

Patricia Mitchell, former acting commissioner of labor of Suffolk County, N.Y., to director of the office of career planning and placement at Adelphi U.

James S. Moore, dean of the college of arts and architecture at Pennsylvania State U., to vice-president for academic affairs and provost at U. of South Carolina, effective September 1.

Patricia A. Myers, director of foundation relations at Kent State U., to director of government and community relations.

Paul E. Nordstrom, provost and vice-president for academic affairs at Western State College (Colo.), to president of U. of Maine at Machias.

Antonio Perez, president of South Central Community College, to president of the comprehensive college formed by the merger of that institution with Greater New Haven State Technical College.

Carl R. Phillips, vice-president of Children's Home Society of Florida (Jacksonville, Fla.), to executive director of development at Louisiana State U.

Tim J. Pierson, dean of residence life at

Williamette U., to dean of students at Longwood College.

Lisa Porché-Burke, acting provost at California School of Professional Psychology, to chancellor.

Richard G. Progelhof, chairman of mechanical engineering at U. of South Carolina, to director of the school of engineering technology at Pennsylvania State U. Erie, the Behrend College.

Rodger Randle, mayor of Tulsa, Okla., to president of U. Center at Tulsa.

Bruce Reitz, director of the division of cardiac surgery and professor of surgery at Johns Hopkins U., to professor and chairman of cardiothoracic surgery at Stanford U., effective January 1.

Victoria Munoz Rishart, dean of academic affairs at Los Angeles Mission College, to vice-president.

Kim B. Rotzoll, head of the department of advertising at U. of Illinois at Urbana-Champaign, to dean of the college of communications.

Gary Russel, vice-provost at Drake U., to vice-president for research and strategic planning.

Roberta Salpo, professor of Hispanic

literature at Point Park College, to head of the division of humanities and social science at Pennsylvania State U. Erie, the Behrend College.

Richard Sanders, president of Mattituck Community College, to president of the comprehensive college formed by the merger of that institution with Watertown State Technical College.

Christopher H. Schreier, professor of law at U. of Salzburg (Austria), to professor of international law in the school of advanced international studies at Johns Hopkins U.

William Schwab, president of Norwalk Community College, to president of the comprehensive college formed by the merger of that institution with Norwalk State Technical College.

Jacqueline A. Shadok, acting vice-president for academic affairs at Woodbury U., to vice-president and dean of faculty.

Jay Stein, chairman of medicine at U. of Texas Health Sciences Center at San Antonio, to provost of U. of Oklahoma Health Sciences Center.

Continued on Following Page

CONFERENCES

The Twelfth Annual International Conference on

CRITICAL THINKING & EDUCATIONAL REFORM

Theme: Cultivating the reasoning mind: Teaching, Testing, Standards, and Assessment

Center for Critical Thinking & Moral Critique at Sonoma State University

August 9-12, 1992

"It simply will not do to our schools to produce a small elite to power our scientific establishment and a larger cadre of workers with basic skills to do routine work. Millions of people around the world now have these same basic skills and are willing to work twice as long for as little as one-tenth our basic wages. To maintain and enhance our quality of life, we must develop a leading edge economy based on workers who can think for a living. If skills are equal, the more our wages will be too. This means we have to change a vast mass of people's ability to think critically, creatively, and imaginatively."

Donald Kennedy, President, Stanford University
in a letter sent to 1,000 college and university presidents

"Thought and content are no antagonists but inseparable partners. There is no such thing as thinking about nothing. When we think about nothing we are not thinking. Thinking requires content, substance, something thought about. On the other hand, content is parasitic upon thinking. It is discovered, created, by thought. Analyzed, synthesized, by thought. Organized, transformed, by thought. Accepted, rejected, by thought. To teach content without regard for student thinking is to prevent that content from being transformed in the mind of the student, into knowledge."

Richard W. Paul

Critical Thinking: What Every Person Needs to Survive in a Rapidly Changing World

FEATURED SPEAKERS INCLUDE

- RICHARD W. PAUL**, Director, Center for Critical Thinking; A Major Leader in the Critical Thinking Movement
- MICHAEL I. SCRIVEN**, Pacific Orthodox School; Distinguished Expert in Evaluation and Assessment; Author of *Reasoning*
- GEORGE HANFORD**, President Emeritus, The College Board
- MATTHEW LIPMAN**, Founder & Director, Institute for the Advancement of Philosophy for Children
- SHARON HALLIN**, University of Manitoba; Author of *Achieving Extraordinary Ends: Specialized in Creative Critical Thinking*
- ALAN SCHENFELD**, University of California, Berkeley; Author of *Mathematical Problem Solving: Specialized in Critical Thinking in Mathematics*
- PERRY WEDDLE**, California State University, Sacramento; Author, Founder of the Center for the Reasoning Arts & Critical Thinking News
- GERALD NOSHICH**, University of New Orleans; Specialist in Integrating Critical Thinking into Subject Matter Instruction
- JOHN CHAFFEE**, Louisiana Community College; Author of *Thinking Critically: Specialized in Critical Thinking Across the Curriculum*
- VINCENT RUGIERO**, Author of *Saving Your Child's Mind and Teaching Critical Thinking Across the Curriculum, A Guide for Educators*
- CAROL TAYLOR**, Author of *Anger: The Misunderstood Emotion*; Specialist in Critical Thinking and Emotions
- ANGIE VILLARINI**, University of Puerto Rico; A Leader in the Educational Reform Movement in Puerto Rico
- EDWARD DAMER**, Emory & Henry College; Author of *Attaching Faulty Reasoning*
- NICHOLAS MICHELLI**, Monclair State College; Dean of Education; Specialist in Critical Thinking in Pre-service Education
- SUSAN RALES**, Saybrook Institute; Specialist in Critical Thinking, Self-esteem, and Educational Achievement
- WENDY OXMAN-MICHELLI**, Director, Institute for Critical Thinking, Monclair State College
- CHARLES BLATZ**, University of Toledo; Critical Thinking Across the Curriculum
- MARK WEINSTEIN**, Institute for Critical Thinking, Monclair State College; Director, Association for Informal Logic & Critical Thinking
- ROBERT SWARTZ**, Co-Founder, Critical & Creative Thinking Program, University of Massachusetts, Boston; Specialist in Critical Thinking Instruction
- MARLYN & STUART WITTE**, University of Arizona, Department of Surgery; Specialists in Critical Thinking in Medical Education
- NEIL BROWNE & KEELY**, Bowling Green University; Authors of *Asking the Right Questions: Experts in questioning as a teaching strategy*
- MARLYN MAYFIELD**, Center for Applied Metacognition; Author of *Thinking for Yourself: Developing Critical Thinking Skills Through Writing*
- WILLIAM DORMAN**, California State University, Sacramento; Expert in Critical Thinking and the Media
- BEAUFLEX JONES**, North Central Educational Laboratory; Author and Consultant
- RALPH JOHNSON**, University of Windsor, Ontario, Canada; Author of *Logical Self-Defense: Editor of Informal Logic*

And 100 other distinguished educators

Four days of workshops, panels, and demonstrations

Two-Day Intensive Pre-Conference Sessions, August 7 & 8

SOME HIGHLIGHTS

The conference will include over 250 workshops and presentations on Critical Thinking theory and instruction.

As the world's oldest and largest Critical Thinking conference, a full range of concerns and emphases are met, including:

- How to Design Effective Faculty Development
- How to Integrate Critical Thinking into General Education
- How to Integrate Critical Thinking into Professional Education
- How to Integrate Departmental Involvement in Change
- How to Integrate Programs in Critical and Analytic Writing
- How to Use Learning Centers to Foster Critical Thinking
- How to Integrate Critical Thinking into Interdisciplinary Learning
- How to Minimize Fragmentation in Learning
- How to Set Up Programs in Critical Thinking
- How to Assess Critical Thinking
- Critical Thinking as a Requirement
- How Administrators Can Play a Critical Role

REGISTRATION

For More Information Call or Write:
Center for Critical Thinking and Moral Critique

Sonoma State University
Rohnert Park, CA 94926

(707) 664-2940

Conference Registration Fees

\$215 for 1 person
\$385 for 2 persons from the same institution
\$510 for 3 persons from the same institution
\$150 for each additional person
While the Usual Rate for Registration Paid by June 15, 1992
Make Checks Payable to SSU Academic Foundation

Held in the Beautiful
Sonoma/Napa Wine Country
of Northern California,
near San Francisco.

Gazette

Janice Tucker, former associate director of publications at Grinnell College, to director of university relations at U. of Charleston.

James W. Uebelacker, acting provost of U. of New Haven, to provost.

Leonard A. Valverde, former vice-president for academic affairs, graduate dean, and professor of education at U. of Texas at San Antonio, to dean of the college of education at Arizona State U.

David G. Van Eassey, former professor of biology at California Institute of Technology, to professor and chair of anatomy and neurobiology at Washington U. (Mo.).

Phillip Venditti, associate dean of academic affairs, humanities, and social sciences at Genesee Community College, to vice-president for academic affairs at West Virginia Northern Community College.

Kenneth L. Watters, acting vice-chancellor of U. of Wisconsin at Milwaukee, to vice-chancellor for academic affairs.

Camron P. West, former president of Pfeiffer College, to interim president of Brevard College.

Gordon Wetmore, president of Northwest Nazarene College, to president of Nazarene Theological Seminary.

Joe White, former director of budget and reporting at Austin Peay State U., to assistant to the president.

Dianne Williams, acting president of Mohican Community College, to president of Quinebaug Valley Community College.

IN THE ASSOCIATIONS

Gwen Bell, president of Computer Museum (Boston), has been elected president of Association for Computing Machinery.

CONFERENCES

2ND INTERNATIONAL CONFERENCE ON SEXUAL ASSAULT ON CAMPUS

OCTOBER 1-3, 1992
Orlando, Florida

PARTICIPATING ORGANIZATIONS:

American Council on Education • Nat'l Interfraternity Conference • The Safe Schools Coalition, Inc. • American College Health Association • American College Personnel Association • Nat'l Association of Women Educators • Nat'l Organization for Victim Assistance • College Stores Research and Educational Foundation: For Safety's Sake • Nat'l Association of Student Personnel Administrators • American Association of Women in Community and Junior Colleges • International Association of Campus Law Enforcement Administrators • National Panhellenic Conference

Twin Towers Hotel and Conference Center
5780 Major Boulevard, Orlando, FL 32819

Conference Co-chairs	Attendance Limited	Special Events
Bernice Sanders, Ph.D., Women's Policy Studies	Early pre-registration by 8/1/92 \$275.00	College President's Panel Student Victims Speak Out
Alan McEvoy, Ph.D., Wittenberg University	Early student registration by 8/1/92 \$175.00	Victims' Rights Reconsidered
Speakers Include:	Late registration \$50.00	The Alcohol-Rape Connection
Nancy Ziegenmeyer		Legal and Enforcement Issues
Mary Koss, Ph.D., Allan Adams, LL.B.		Campus Security Panel Rape Crisis Centers:
Barry Burkhardt, Ph.D., Marlene Young, Ph.D., LL.M.		Sharing Fair of Campus Programs
Carol Bohmer, Ph.D., LL.M.		Research Update Offstage Theatre
Andres Parrot, Ph.D., Gail Abrahams		Teaching Resources
And 78 More Speakers		

Call for details
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International Council for Innovation in Higher Education

10th International Conference on New Concepts
in Higher Education

Theme: "Internationalization of Higher Education -
Global Perspectives"

Write to: Dr. Erwin Waschnig, Ph.D.,
Program Chair
c/o Canadian School of Management
150 York Street, Ste. 1804
Toronto, Ontario M5H 3B5
Canada

Telephone: (416) 360-3805 FAX: (416) 360-8883

Kent L. Greenfield, executive director of College Consortium for International Studies, has announced his retirement, effective in December.

Tanya Hilton, former executive at International Business Machines Corporation, to director of American Association of University Women Educational Foundation.

John R. Soffin, professor of health education and chairman of applied health science at Indiana U., to national executive vice-president of American Cancer Society.

Peggy Sullivan, director of university libraries and professor of library and information studies at Northern Illinois U., to executive director of American Library Association.

Gail Young, vice-president for administrative and financial affairs at Maryland Biotechnology Institute, to treasurer and controller at Universities Research Association.

MISCELLANY

Robert E. Arnabong, president of Henry Luce Foundation, has announced his retirement, effective in September.

John Wesley Cook, director of the Institute of Sacred Music, Worship, and the Arts at Yale U., to president of Henry Luce Foundation, effective in September.

James Coulton Evans, president emeritus of Mount Vernon College, to executive director of College Consortium for International Studies, effective December 1.

Coming Events

A symbol (a) marks items that have not appeared in previous issues of The Chronicle.

JUNE

22-26: Administration. "Chairing the Arts and Department for Deans, Division, and Department Chairpersons," workshop, American Council on Education, Radisson Park Terrace Hotel, Washington, Contact: Department Leadership Program, ACE, 8th Floor, One Dupont Circle, Washington 20036; (202) 939-9415.

24-26: Student personnel. "Campus Culture: Creating Community," Institute for student-personnel administrators, University of Northern Colorado, Greeley, Colo. Contact: Summer School, Fraser Hall, University of Northern Colorado, Greeley, Colo. 80639; (800) 232-1749.

24-26: Multicultural issues. "Summer Institute on Campus Diversity," Hollins College and other sponsors, Hollins College, Roanoke, Va. Contact: Rebekah Woodley, (703) 362-6380 or Joyce Suber, (404) 605-8840.

25: Adult students. "Understanding and Working With Adult Learners," seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099, fax (805) 963-8290.

25: Education. "Winning in the Global Economy: The High-Performance Edge," conference, Career College Association (formerly Association of Independent Colleges and Schools and the National Association of Trade and Technical Schools), Washington Court Hotel, Washington, Contact: Sandra Smith, (202) 336-6750.

25-30: Student recruitment. "Designing Effective Admissions-Volunteer Programs," workshop, Council for Advancement and Support of Education, San Francisco. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

25-30: History and human rights. "Human Rights and the Quaternary: Contributions of Dominican Scholars and Missionaries," conference, Rosary College, River Forest, Ill. Contact: Quintenary Conference, Rosary College, 7900 West Division Street, River Forest, Ill. 60303; (708) 524-6818.

25-30: Literature. "Historians and Cultural Critique," seminar, Pennsylvania State University, State College, Pa. Contact: Wendell Harris, Department of English, Pennsylvania State University, University Park, Pa. 16802.

25-30: Libraries. "Your Right to Know: Librarians Make It Happen," annual meeting, American Library Association, Moscone Convention Center, San Francisco, Calif. Contact: ALA, 50 East Huron Street, Chicago 60611.

26: Personnel. "Custodial Staffing and Standards: How to Create an Efficient and Cost-Effective Team," seminar,

Deaths

F. Carlton Ball, 81, former professor of ceramics at U. of Puget Sound, June 5 in Tacoma, Wash.

Robert Collins Christopher, 88, secretary of Pulitzer Prize Board and adjunct professor of journalism at Columbia U., June 14 in New London, Conn.

Donnie W. Darnall, 50, chairman of chemistry at New Mexico State U., June 7 in Las Cruces, N.M.

David D. Denker, 77, former president of New York Medical College, June 7 in Princeton, N.J.

Harry Eagle, 86, former professor of cell biology at Albert Einstein College of Medicine of Yeshiva U., June 12 in Port Chester, N.Y.

Epithim Fogel, 71, poet and professor emeritus of English at Cornell U., June 12 in Ithaca, N.Y.

John L. Fuller, 81, former professor of psychology at State U. of New York at Binghamton, June 8 in Cambridge, Mass.

The Rev. Paul H. Furley, 95, former professor of sociology at Catholic U. of America, June 8 in Washington.

Albert S. Gordon, 81, professor emeritus of physiology at New York U., June 12 in Long Beach, N.Y.

James E. Hart, 77, former professor of

Clemson University, Greenville Hilton Hotel, Greenville, S.C. Contact: Kay Burnett, (803) 656-2200.

26: Total Quality Management. "Total Quality Management: Executive Seminar," QSystems Inc., Dallas. Contact: QSystems, 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-8704.

26-27: Students. "Attitudes, Expectations, Behaviors: Faculty Impact on Minority Student Performance," seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099, fax (805) 963-8290.

1992	June							1992
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26-28: Child care. Annual conference, International Nanny Association, Bahia Resort Hotel, San Diego. Contact: INA, P.O. Box 26522, Austin, Tex. 78755; (512) 454-6462.

26-28: Higher education. "Neylan Conference: Catholic Colleges—Building Partnerships for a New Future," meeting, Association of Catholic Colleges and Universities and other sponsors, Briar Cliff College, Sioux City, Iowa. Contact: President's Office, Briar Cliff College, Sioux City, Iowa 51104; (712) 279-5400.

26-28: Quaker history. Biennial meeting, Conference of Quaker Historians and Archivists, Wilmington College, Wilmington, Ohio. Contact: H. Larry Lind, Department of History, University of Tennessee, Chattanooga, Tenn. 37403.

26-30: Medical technology. Annual meeting, American Society for Medical Technology, Boston. Contact: ASMT, 2021 L Street, N.W., Suite 400, Washington 20036; (202) 785-3311.

26-30: Teaching. "Goddard Institute on Teaching and Learning," Goddard College, Plainfield, Vt. Contact: (802) 454-8311.

26-30: Developmental education. "Kelleys Institute for the Training and Certification of Developmental Educators," Appalachian State University, Boone, N.C. Contact: Elaine Bingham or Margaret Mock, National Center for Developmental Education, Appalachian State University, Boone, N.C. 28608; (704) 262-3057.

26-28: Recruitment. "Recruitment and Retention of a Diverse Student and

education at U. of Missouri at Columbia, May 24 in Columbia, Mo.

Monica Kline, 84, former professor of mathematics at New York U., June 11 in Brooklyn, N.Y.

Charles D. May, 84, former professor of medicine at U. of Colorado at Denver, New York U., Columbia U., and U. of Iowa, June 13 in Grantham, N.H.

Eva D. McKinney, 70, former professor of physical education at U. of North Carolina at Greensboro, June 10 in Greensboro, N.C.

Edyth Renshaw, 90, former professor of speech and theater at Southern Methodist U., June 4 in Dallas.

Vivienne Allsup Rubinfeld, 54, former rector of labor relations at Harvard, June 6 in Boston.

Richard C. Sanborn, 71, former professor of biology at U. of Illinois at Urbana-Champaign, June 11 in Palmont, N.J.

Brother H. Charles Severin, 95, late professor of biology at Saint Mary's College (Minn.), June 21 in Winona, Minn.

Emily A. Smith, 88, former professor and chair of English at Berea College, May 31 in Berea, Ky.

Franklin F. Snyder, 94, association professor emeritus of anatomy and physiology at Harvard U., June 9 in Boston.

Alexander Spaeth, 78, former professor of anthropology at U. of Pittsburgh, former chancellor of East-West Center, June 11 in Honolulu.

Lawrence W. Towner, 70, former president of Newberry Library, June 10 in Chicago.

Robert M. Zollinger, 88, professor emeritus of surgery at Ohio State U., June 12 in Huxley, Ohio.

Gazette

Folkie, 409 Harrington Avenue, Concord, Mass. 01742; (508) 369-7382.

28-30: July 2: Computers. "Mathematical Approaches to the Curriculum: Developing Courseware," workshop, Vanderbilt University, Nashville. Contact: "Mathematical Approaches to the Curriculum," Box 1577, Station B, Vanderbilt University, Nashville 37235; (615) 322-2951.

29-30: July 3: Minutemen. "The Education of Native American Children," in Indian, Northern Arizona University, Flagstaff, Ariz. Contact: Thom Alcoze, (602) 323-9195.

29-30: August 7: Humanities. "Virtues and Their Vicissitudes: A History of Philosophical Conceptions of Virtue," Philosophical Endowment for the Humanities, University of California, Santa Cruz, Cal. Contact: Amelle O. Rorty, Humanities Division, University of California, Santa Cruz, Cal. 95067.

29-30: August 7: Law. "History in Law: Construction of the Past in American Legal Thought," Institute, National Endowment for the Humanities and Stanford University, Stanford, Cal. Contact: Robert W. Gordon, Stanford Law School, Stanford, Cal. 94305.

29-30: August 14: History. "Resistance, Rebellion, and Adaptation in Rural Latin America, 1500-1900," Institute, National Endowment for the Humanities and University of California, La Jolla, Cal. Contact: Eric Van Young, Department of History, University of California, San Diego, La Jolla, Cal. 92093.

29-30: August 21: Humanities. "Portrait: Biography, Portrait Painting, and the Representation of Historical Character," Institute, National Endowment for the Humanities and Harvard University, Cambridge, Mass. Contact: Richard Woodford, Houghton Library, Harvard University, Cambridge, Mass. 02138.

29-30: August 21: Mathematics and computers. "Interactive Texts in Mathematic 3.1," workshop, Mathematical Association of America, Morehouse College, Atlanta. Contact: Henry Gore, Department of Mathematics, Morehouse College, Atlanta 30314; (404) 213-2614.

29-30: August 21: Mathematics and computers. "Interactive Texts in Mathematica for Windows," workshop, Mathematical Association of America, University of Michigan, Dearborn, Mich. Contact: Margaret Holt, Department of Mathematics, University of Michigan, Dearborn, Mich. 48128; (313) 593-5175.

29-30: August 21: Teaching. Conference on urban education, Institute for Urban and Minority Education and Teachers College of Columbia University, New York. Contact: Francisco Rivera-Rutiz, Director, Institute for Urban and Minority Education, Teachers College, Columbia University, New York 10027; (212) 678-3780.

29-30: August 21: Teaching. "Teaching in the 21st Century," international conference, Luxembourg Ministry of Culture, Clark University, Lexington, Mass. Contact: Rachel Joffe Pailmague, (508) 753-7358.

29-30: August 21: Education. "National Education Association, Washington Convention Center, Washington. Contact: NEA, 1201 16th Street, N.W., Washington 20005; (202) 822-7750.

29-30: August 21: Education. "School/College Collaboration," national conference, American Association for Higher Education, Sheraton Harbor Island Hotel, San Diego. Contact: Nevin J. Kravitz, (619) 594-4400.

29-30: August 21: Education. "National Association of College and University Attorneys, Chicago. Contact: NACUA, Suite 620, One Dupont Circle, Washington 20036; (202) 462-8390, fax (202) 296-8379.

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6-11: Mathematics and computers.

"Interactive Texts in Mathematic 3.1," workshop, Mathematical Association of America, Morehouse College, Atlanta. Contact: Henry Gore, Department of Mathematics, Morehouse College, Atlanta 30314; (404) 213-2614.

6-11: Mathematics and computers. "Interactive Texts in Mathematica for Windows," workshop, Mathematical Association of America, University of Michigan, Dearborn, Mich. Contact: Margaret Holt, Department of Mathematics, University of Michigan, Dearborn, Mich. 48128; (313) 593-5175.

6-11: Teaching. Conference on urban education, Institute for Urban and Minority Education and Teachers College of Columbia University, New York. Contact: Francisco Rivera-Rutiz, Director, Institute for Urban and Minority Education, Teachers College, Columbia University, New York 10027; (212) 678-

